GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

Lower Provinces

OF THE

BENGAL PRESIDENCY,

FOR

1859-60,

Calcutta:
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REPORT

OF THE

DIRECTOR OF PUBLIC INSTRUCTION,

FOR THE YEAR 1859-60.

To

R. THOMPSON, Esq.,

Junior Secretary to the Government of Bengal.

Fort William, *4th July* 1860.

Sir,

In compliance with your urgent requisitions I have the honor to forward for submission to His Honor the Lieutenant Governor, a Report of the proceedings of the Department of Education in the Lower Provinces of Bengal, for the year ending April 30th, 1860.

For the meagre and imperfect narrative which I have to offer, I beg at the outset to prefer a claim to His Honor's indulgent consideration. The reports and statistical returns from which the condition and progress of Education in these Provinces can alone be ascertained, are only now reaching me, and it is consequently impossible to present a general view of the operations of the Department with anything like completeness; added to which my very recent appointment to the office which I have the honor to hold, may be pleaded as an apology for much that will appear defective or misplaced in the detailed Report which follows.

Changes in the office of Director.

2 It was only on the 10th of May that I received charge of the Department. My predecessor, Mr. Gordon Young, had vacated office on the 23rd of the previous month, on which day he quitted India on furlough. His appointment as the first Director of Public Instruction in Bengal was dated 29th January 1855, and he had consequently presided over the Department, including intervals of absence on leave, for a period of more than 5 years It is not for me to speak of his labours in the cause of Education, nor of his services in re-organizing and directing the administration of this Department of the public service.

Shortly before leaving India, the late Lieutenant Governor, Mr. (now Sir Frederick) Halliday recorded his appreciation of these services in words which it seems only fitting that I should here repeat :—

"I am desired to observe," writes Mr. Lushington, in an official letter to Mr. Young, "that this Minute is forwarded to you because it gives a summary of some of the improvements you have effected in the Department over which you preside, and testifies to His Honor's appreciation of your valuable services, and the aid, counsel, and co-operation you have zealously, and ably afforded him during four years of arduous and difficult service."

Captain Lees appointed Officiating Director.

3. While recording the changes in the Director's office, it would be improper were I to omit to mention the services of Captain W. N. Lees, L. L. D., who took charge of this Department for six months of last year as Officiating Director, during the temporary absence of Mr. Young In addition to his own heavy duties, as Secretary to the Board of Examiners of the College of Fort William, and Principal of the

Calcutta Madrissa, Captain Lees conducted the administration of this Department with more than common ability and energy. His Honor is aware that several comprehensive reports of great interest and value were drawn up by him during his tenure of office. The most important of these are his elaborate review of the administration of this Department since the date of Sir Charles Wood's Education Despatch of 1854, and a Memorandum on the best means of spreading elementary education among the masses of the people.

4. The orders of Her Majesty's Secretary of State for India have now forbidden the introduction into the Reports of this Department of all matter involving controversial questions yet undecided, and our narratives are in future to be confined as much as possible to a record of past transactions. The publication of these documents, on which the orders of Government have not yet been received, must therefore be deferred, but I may be permitted to express a hope that they may hereafter find a place in one of the annual reports of the Department.

University Changes.

5. After two years' experience in the working of the Bye-Laws and Regulations of the University, it was thought desirable to reconsider some of their provisions, with the view chiefly of giving them greater elasticity, by conferring wider discretionary powers on the Syndicate as the executive authority of the University.

6. With this object, a Sub-committee of the Syndicate was appointed early in last year to revise the existing regulations, and prepare the draft of an amended Code. The Sub-committee had not concluded their labours, when a communication was received by the Senate, from His Excellency the Governor-General in Council, forwarding a copy of the Bye-Laws and Regulations prepared by the Senate of the Bombay

University for the government of that body, and requesting that they might be taken into consideration, with a view to the adoption and incorporation into the Calcutta Code of such portions of them as might appear calculated to improve or facilitate the working of the University system.

7. On the receipt of these instructions the Syndicate at once relieved the Sub-committee of its duties, and requested the Faculties of Arts, Law, Medicine, and Civil Engineering to undertake a review of the whole body of regulations then in force in their several sections, and to propose a revised scheme for submission to the Senate, with special reference to the Code propounded by the Bombay University, and with advertence also to the Regulations adopted at Madras.

8. The entire University system accordingly underwent an earnest and animated discussion in the several Faculties, and valuable reports embodying recommendations, some of considerable importance, for the amendment of the original scheme of the University, were agreed to, and submitted to the Syndicate, by which body they were again discussed, and, with some alterations, adopted.

9. The scheme was next laid before the Senate for their approbation and sanction, and was subjected to further criticism and amendment. Thus carefully matured, the revised Code of Bye-Laws and Regulations was finally adopted, and having been submitted for the approval of the Supreme Government, received the sanction of His Excellency the Governor General in Council on the 28th of March of the current year.

10. Considerable changes, some of them of an organic nature, were introduced by the revised regulations. Of these the most important were the establishment of a new examination in Arts, intermediate between matriculation and the

final examination for the B. A. Degree. The creation of a new and lower Degree, styled Licentiate, in each of the Faculties of Law and Civil Engineering, and the institution of the Degree of Doctor in the Faculty of Law.

11. In recommending the institution of the degrees of Licentiate in Law and Civil Engineering, the Senate were chiefly influenced by a consideration of the great obstacle to the attainment of the higher degrees in these special Faculties arising from the provision that any candidate before presenting himself for examination must have obtained the degree of Bachelor of Arts—a proviso which, by involving a very considerable expenditure of time and money, had the effect of preventing many from obtaining any University recognition of respectable professional attainments, thereby obliging the Government to substitute College in lieu of University tests in order to secure an adequate supply of men duly qualified for the public service. In the Faculty of Civil Engineering, the only degree which could be conferred was that of Master, and candidates for this degree were required not only to have graduated in Arts, but also to have been engaged for at least two years in the practice of Engineering. It was pointed out that these requirements, in addition to the very high professional standard fixed for this degree, would have the practical effect of altogether deterring candidates from presenting themselves, the more especially as one great incentive for seeking a University degree, *viz.* the aid it may supply towards obtaining employment in a profession, would, under the action of the rules, be altogether wanting, inasmuch as every candidate must have actually obtained and held such employment for at least two years before he became eligible for examination.

12. At the same time it was not deemed advisable to alter these provisions or to lower the standard for the

degree of M. C. E. It was the opinion of the Faculty that the degree should be retained in its integrity as a proof of a very high order of professional attainment, but that the University should provide in addition a lower degree as a test of competent professional knowledge for men of ordinary capacity, which might serve as a passport to professional practice, and might therefore be expected, for that reason alone, to become an object of general ambition; whilst it would at the same time have a tendency to facilitate the attainment of the higher degree.

13. Accordingly, the Faculty, taking as their guide the example of the Madras University, determined to recommend the institution of a degree requiring a lower standard of professional attainment than the degree of M. C. E., and exempt from the condition that candidates must have previously graduated in Arts. But, considering that to have passed the University Entrance Examination was not a sufficient test of a liberal education to warrant them in conferring a degree, without subjecting the candidate to some further examination in Arts, they addressed a communication to the Faculty of Arts, suggesting the establishment of an additional examination to be held two years after matriculation, and to embrace a lower range of subjects than the course prescribed for the B. A. degree. Apart from the special object which gave rise to their proposal, the plan was forcibly and justly advocated on more general grounds, as conducive to the advancement of education by tending to promote steady exertion and keep alive the spirit of emulation. In these views the Faculty of Arts at once expressed their cordial concurrence, and they proceeded to prepare a scheme for the additional examination, which was subsequently embodied in their own report to the Syndicate.

14. Proceedings had thus far advanced when a proposal for the institution of the new degree of Licentiate in Law was

advanced by Captain W. N. Lees, L. L. D., at that time Officiating as Director of Public Instruction, and was enforced by arguments somewhat similar to those put forward in support of the corresponding degree in Civil Engineering. This will be seen from the following letter, which I make no apology for inserting at length:

To

THE REGISTRAR OF THE UNIVERSITY.

Fort William, dated 2nd September 1859.

SIR,

"I yesterday received copies of the proceedings of the several Façulties of Arts, Law, Medicine, and Civil Engineering, on the Regulations of the Bombay University, referred to them by the Syndicate for consideration.

2. "The Faculty of Civil Engineering has proposed the institution of a lower degree than that of Master, to correspond generally with the degree of Licentiate in Medicine and Surgery, and suggested to the Faculty of Arts the desirability of constituting a standard of Examination between that of the Entrance and Degree. This suggestion has been adopted by the Faculty of Arts, and should the recommendations of the Faculties be carried out, the Faculties of Arts, Medicine, and Civil Engineering will each have an intermediate Examination between the entrance and the attainment of a final degree, the passing of the Examination in either of the special Faculties being subject to the condition of having passed the lower Examination in Arts.

3. "It is with some concern, however, I observe that it has not been proposed to make any alteration in this respect in the Faculty of Law; and that the condition of having graduated in Arts will still attach to the attainment of a degree in that Faculty. From circumstances that occurred in the department of Law instruction under my control, I have very lately been compelled to address the Government of Bengal on this subject, with a view to the Lieutenant Governor moving the Authorities of the University to re-consider this part of their scheme of examinations; but as His Honor is now absent from Calcutta, it will not be possible that a communication from him shall reach in time to affect the consideration of this question. I conceive it my duty, there-

fore, as Officiating Director of Public Instruction, to request you to do me the favor earnestly to solicit the Syndicate to pause before again sanctioning with its approval, a condition which it appears to me, will materially affect the interests, both of the University, and the cause of instruction in Law throughout these Provinces.

4. "Apart from the want of uniformity that it will necessitate in the rules and regulations of the Faculties as a whole, apart also from the hardship of requiring a high standard in Arts from all persons who wish to practise at the bar, a passport to which the degree of B. L. must eventually be, or the still worse alternative of regulating the standard of the high distinction of a degree in Arts, by considerations of what it would be reasonable to expect from candidates for degrees in any other Faculty, the condition alluded to will, I fear, prevent any candidates from coming forward for degrees in Law at all.

5. "It was the intention, and is still the intention, I believe, of Government, that the Examinations of the University shall be the test by which all the educational institutions in the Bengal Presidency shall be tried; and the rules and Regulations of the several Faculties have, for the most part, been framed to meet the capacities and capabilities of its affiliated Colleges; a due regard being had, in fixing the standards, to raising or maintaining them on a footing suitable to the object each individually should fulfil in the general scheme of national education. Now, as long as a degree in Arts remains a necessary qualification for a degree in law, I do not think Government will sanction the University degree being made a condition to admittance to practice at the Bar, or to the judicial Department of the public service, though it may be as well to mention that, in saying so, I am simply expressing my own opinion on the subject. The necessary consequence will be, indeed already has been, that a College Examination will be substituted for the degree Examination, a plan which, while depriving the Examination of the University of the chief importance attached to it, and thus considerably lowering its value in the estimation of the public, is open to other very serious objections. The College Examination then superceding, as it virtually will, the Degree Examination, the latter can no longer influence or control the former; and the result will be, that instead of having the guarantee that instruction in Law, as in Arts, Medicine, and Civil Engineering, is supervised, controlled, and directed, and the effi-

ciency of the machinery for that purpose tested by a body of competent lawyers, perhaps the most able in the country (which I conceive to be one of the main objects of the University), this Department and Government will be reduced to dependence on such variable standards as the fluctuating opinions of fluctuating Professors may cause to be adopted.

6. "That the standard of a College examination should be precisely the same as the University Degree Examination, as was the case on the last occasion, I am sure the Syndicate will at once perceive is open to grave objections, and that it should be lower, and yet confer the same privileges, will certainly reduce the demand for Degrees in Law to a minimum.

7. "To these few and hurried remarks, I add the expression of my hope that the Syndicate will give this subject that serious attention which its bearing on education and the administration of justice entitle it to.

8. "I request you will do me the favor to lay this letter before the meeting of the Syndicate which takes place to-morrow

I have, &c.,

(Signed) W. N. LEES.

Offg. Director of Public Instruction.

15. Some difference of opinion arose regarding the propriety of introducing a novel degree in Law unknown in Europe, and stamping with the authority of University approbation what was alleged to be a very humble standard of professional knowledge. It was thought by some that such an innovation would lower the dignity of the University, and throw discredit on its Degrees. But it was argued, that though as regards the Department of General Education, it would be highly injurious, and even suicidal to lower the standard of University Examinations to meet the level of Education in India, yet that, in the special Departments, the object of which is to provide tests of professional attainment conveying practical privileges, it was both wise and right to

utilize the examining powers of the University so as best to provide for the exigencies of the State and the public advantage.

16. These practical arguments prevailed ; the Degree was recommended by a majority of the Faculty of Law, and their scheme of Regulations, after undergoing some amendment, was adopted by the Senate.

17. The Degree of Doctor in the Faculty of Law was established as a distinction to be conferred on such Bachelors in Law as might obtain Honors in the Law Examination. It is therefore analogous to the Degree of Master in the Faculty of Arts.

18. The changes introduced by the new Regulations are of so important a nature, and are likely to exercise so marked an influence on the future prospects of the University, and of Education generally, that I here insert *in extenso* the correspondence between the Government and the Syndicate relating to these transactions, as it will exhibit with fuller detail the results arrived at, and will afford explanations on various points which have only been slightly adverted to in the short sketch I have offered above.

No. 777.

FROM

THE SECRETARY TO THE GOVERNMENT OF INDIA,
HOME DEPARTMENT,

To

THE REGISTRAR, CALCUTTA UNIVERSITY.

Dated, Council Chamber, the 16th April 1859.

SIR,

"I am directed by His Excellency the Governor-General in Council to request that you will place before the Senate of the Calcutta University,

the accompanying copy of the Bye-laws and Regulations which have been prepared by the Senate of the University of Bombay, for the Government of that University. A copy of the Bye-laws and Regulations of the Calcutta University is also forwarded, in which marginal notes will be found, pointing out the particulars in which the Senate at Bombay have thought it advisable to deviate from the Regulations of the Calcutta University, and stating the reasons which have led them to do so."

"In minor matters it does not appear to His Excellency the Governor-General in Council, that uniformity in the three Universities is essential, but in the very important matter of standards for the several degrees, His Excellency in Council does not consider that any substantial differences should be permitted to obtain. In the Despatch of the Honorable the Court of Directors, dated the 15th of August last, in which they reviewed and signified their approval of the scheme prepared by the University Committee in Calcutta, the necessity of securing a general uniformity in the Universities of India was expressly recognized, especially, it was added, in regard to the degree of acquirements required as the condition of academical distinctions"

"His Excellency in Council therefore is desirous that the Bye-laws and Regulations which have been now prepared for the University of Bombay, should be laid before the Senate of the Calcutta University, with the view of their considering the alterations which have been made by the Senate at Bombay, and of their adopting any portions of the Bombay scheme which they may deem to be improvements upon the rules now in force in the Calcutta University."

"I am directed to add that there is one part of the Bombay scheme which it will not be necessary for the Calcutta Senate to consider, namely, the proposal to give a separate Examination for Honors in the Evidences of Christianity. This subject, as the Senate are aware, is now under the consideration of Government, in connection with the orders passed by the Home Government upon the Scheme prepared for the Calcutta University."

I have &c.,

(Signed) W. GREY,
Secretary to the Government of India.

FROM

THE REGISTRAR, CALCUTTA UNIVERSITY,

TO

THE SECRETARY TO THE GOVERNMENT OF INDIA.

SIR,

"I have the honor, by direction of the Vice-Chancellor and Syndicate, to reply to your letter No. 777, dated the 16th April last, requesting, by direction of His Excellency the Governor-General in Council, that the Bye-laws and Regulations of the University of Bombay should be laid before the Senate of the Calcutta University, with the view of their considering the alterations which have been made by the Senate at Bombay, and of their adopting any portions of the Bombay scheme which they may deem to be improvements upon the rules now in force in the Calcutta University.

2. "Some months previous to the receipt of your letter, the Syndicate had appointed a Sub-Committee to prepare a revised Code of Bye-laws and Regulations for the Government of the Calcutta University. At that time, although the present Regulations had only been in operation for two years, still it was felt that some changes, especially changes tending to render these rules more flexible, by empowering the Syndicate to order the times and subjects of Examination, were required.

3. "The report of the Sub-Committee had not been completed, when the Syndicate received the request of His Excellency the Governor General in Council to consider the amended Regulations of the Bombay University. It appeared to them that this would be a good opportunity for taking the opinion of the Senate on the general Regulations of the Calcutta University. They consequently relieved the Sub-Committee of their duties, and referred the preparation of the revised Code of Regulations in Arts, Law, Medicine, and Civil Engineering, to those Faculties respectively, requesting them at the same time to consider the Regulations of the Bombay University. It was thought desirable to include the Regulations of the Madras University in this enquiry, as His Excellency the Governor-General in Council had expressed an opinion that, in the very important matter of Standards for Degrees, no important differences should be permitted to obtain.

4. "The reports of the Faculties on the points referred for their consideration, as also the alterations they have recommended in the Bye-laws and Regulations of the Calcutta University in the form finally approved and adopted by the Senate, will be found in the accompanying Blue Book.

5. "The result of the deliberations of the Senate may be classified under the following general heads :—

1st. Report on the existing Standards for Degrees at the Indian Universities.

2nd. The alterations which this enquiry has suggested in the rules now in force in the Calcutta University.

3rd. More important alterations in the original scheme of the University, which, if sanctioned by His Excellency the Governor-General in Council, will establish a new Examination in the Faculty of Arts, and new Degrees in the Faculties of Law and Civil Engineering.

6. "The Senate have not observed any material difference in the standards for Degrees in force at the Indian Universities, except in the Faculties of Arts and Civil Engineering. The B. A. Degree standard appears to be considerably higher at the Calcutta University than at either of the Universities of Madras or Bombay. The Senate are of opinion that the Calcutta standard is that best suited for the requirements of education in India, and they strongly recommend that no alterations be made which would lower it to the standard of the other Universities. They invite particular attention to the fact, that at the Bombay University, a degree may be granted in Arts to a person ignorant of every branch of Natural and Physical Science, and that, at the Madras University, a Graduate may know nothing of two of the following subjects :—

Standards of the several Universities.

Natural Science.
Physical Science.
Mental and Moral Science.

"The reasons the Senate have assigned for this opinion, as well as the detailed points of difference in the standards for the B. A. degree at all the Universities, will be found in the report of the Faculty of Arts at page 61 of the Blue Book.

7. "In the Faculty of Civil Engineering the degree of Master of Civil Engineering has received some alterations by the Senate of the Bombay University. In these the Senate of the Calcutta University generally concur, and they have recommended the adoption of corresponding alterations in their own Regulations. Such alterations have been made principally with a view to a better classification of the subjects of examination, and have no tendency to lower the standard.

8. "Besides the degree of Master of Civil Engineering, which is the only degree in Engineering at either of the Universities of Calcutta or Bombay, a degree of Graduate in Civil Engineering is given at the Madras University. The professional qualifications for this degree are lower than for the Master of Civil Engineering degree, and candidates are not required to be Graduates in Arts. The Senate of the Calcutta University approve of this degree, and, as will be presently seen, have recommended the establishment of a similar degree in this University.

9. "The alterations which, under the second general head of enquiry the Senate have recommended in the rules now in force in the Calcutta University, will be found in the second column of the Blue Book, printed in a line with those which they are intended to supersede, and which are contained in the first column. These may be classified generally as follows:—

Proposed modifications of the rules as to the present Examinations and degrees.

1st Verbal alterations.

2nd Power given to the Syndicate to fix the times and text-books for Examination.

3rd Slight alterations chiefly in the subjects of Examination.

These alterations are mostly unimportant, and, with the following exceptions, do not seem to call for more particular attention:—

a. In the B. L. Regulations in para. 10, page 30 of the Blue Book, a Gold Medal is recommended for the first Student of the first class, at the examination for that degree, provided he is considered by the Examiners to have evinced sufficient merit.

b. In the Regulations as to Medicine, in para. 3, page 32, the period of study (5 years) required for the degree of Licentiate in Medicine and Surgery has been re-distributed, three years having

been given to the first Examination, and two to the second. This change has been made at the request of the Council and Principal of the Medical College, on the recommendation of the Faculty of Medicine.

c. In the same Regulations, para. 10, page 34 of the Blue Book, an additional Scholarship of 16 Rupees has been recommended for Physiology and Comparative Anatomy. Also in para. 32, page 39, the Scholarship heretofore given for Physiology and Comparative Anatomy has been recommended for Midwifery and the diseases of women and children.

d. A special provision has been recommended for Candidates who were Students of the Medical College previous to the establishment of the University, enabling such persons to compete for the degree of Doctor of Medicine on producing the following certificates:—

1st. Of having passed the Senior Diploma or Graduation Examination of the Medical College.

2nd. Of having been engaged for five years in the actual practice of the Medical profession.

10. "I proceed now to consider in detail the new examination and degrees which the Senate have thought it necessary to recommend, and in doing so, it will be convenient briefly to state the reasons which have induced the Senate to adopt this course

Proposed new Examination and degrees.

11. "The Faculty of Civil Engineering found that their Faculty was likely to remain a dead letter on the books of the University. The only degree given in this Faculty was placed in a position which rendered it unattainable to the great majority of Students who studied Engineering in the affiliated College of Civil Engineering. Candidates were required to be Graduates in Arts, and it was found that they were unable to carry on their professional studies simultaneously with those for the B. A. degree during the whole or the greater part of the time required for the latter. They consequently aspired only to the professional certificate given by the affiliated institution, and made no effort to obtain any Engineering degree from this University. The Faculty of Civil Engineering considering themselves bound to provide an Examination attainable by the Students of their

Proposed first Examination in Arts.

affiliated College, and being reluctant to lower the Standard for the degree of Master of Civil Engineering, so as to make it a mere professional test, recommended the establishment of a lower degree in Civil Engineering, similar to that in force at the Madras University, which had, as regards that University, obtained the sanction of Government. The main feature of the new Examination was, that it should be a high test of professional attainments without the necessity of a degree in Arts. At the same time it was felt that higher evidence of a liberal education should be required than was furnished by having merely passed the Entrance Examination. The Madras Senate had avoided this difficulty by introducing a portion of the B. A. subjects into the course for the degree of Graduate of Civil Engineering. This the Faculty were unwilling to do, being of opinion that it would be encroaching on the duties of the Arts Faculty, and that, as it involved a double set of Examiners in Arts, it might be difficult to carry into operation. They therefore suggested to the Faculty of Arts the establishment of an Examination in Arts to be intermediate between the Entrance and Degree examinations. The Faculty of Arts unanimously concurred in the propriety of the recommendation, not merely with reference to the use to which it might be turned as a stepping-stone to professional degrees, but also, quite independent of the special grounds on which the Faculty of Civil Engineering had recommended it, from a conviction of the important and beneficial influence such an intermediate Examination would have upon the course of study and the attainments of Students in Arts. In its report, which has been adopted by the Senate, and which will be found at page 61 of the Blue Book, the Faculty state that "it is not contemplated to lower or to raise the Standard for the degree of Bachelor of Arts. The object is merely to distribute a very extensive course of study over two Examinations, and it is thought that the change will lead in a few years to a higher degree of proficiency in all subjects;" and the Faculty further point out "that a similar Examination had been lately adopted by the Senate of the London University, on the model of which the Indian Universities have been founded."

Regulations for the proposed first Examination in Arts

12. "The Regulations for the new Examination in Arts, which the Senate recommend shall be called the first Examination in Arts, will be found at page 11 of the Blue Book. It will be observed

that the candidate may enter for it two years after entering the University. The subjects of Examination are as follows:—

In English,.....	A somewhat lower standard than what is required for the present B. A. degree.
In History,.....	Part of the present B. A. Course.
„ Mathematics, and Natural Philosophy,.....	
„ Mental and Moral Philosophy,	Present B. A. Course.

The lower Mathematical subjects, viz. Arithmetic, Algebra, and Euclid, and the History for the First Examination, will not be re-examined in for the B. A. degree. In other respects the B. A. degree Examination will continue as at present constituted. The first examination in Arts will be held at all places where the Entrance examination is now held.

Proposed degree of Licentiate in Law.

13. In considering the Regulations for the new Examination in Arts and Civil Engineering, Captain Lees, the Officiating Director of Public Instruction, Lower Provinces, suggested to the Syndicate in a letter dated 2nd September 1859, to which the Syndicate invite the attention of His Excellency in Council, and which will be found at page 63 of the blue book, the expediency of establishing an Examination in the Faculty of Law, lower than that for the B. L. degree, and corresponding generally to the degree of Licentiate which now exists in Medicine, and to the proposed new degree in Civil Engineering. The Syndicate approved generally of the suggestion, and in forwarding it for the consideration of the Faculty of Law, stated their apprehension, "that if it be a condition to the attainment of the lowest degree in law that the students, before seriously commencing their law studies, shall have devoted to the study of Arts the time necessary to enable them to attain to the B. A. degree, many youths who might otherwise have attained a certain proficiency in law studies, will be deterred from entering at all upon the University course of law, and will either forego all connection with the University, or will devote themselves to those professional branches of University studies which do not impose upon candidates for degrees therein, the condition of a degree in Arts, and therefore offer greater temptation to enter upon them." At the same time the Syndicate considered, in conformity with the principle already

laid down by the Senate and the Government, "that no degree, even of the lowest kind, should be conferred by the University in any of the special branches of study, unless it is assured that the candidate has shown that he has received a liberal general education." The Entrance Examination in Arts did not appear to the Syndicate to afford a sufficient test of such an education, and therefore if the choice lay as before, between admitting a student to a degree in law merely upon his having passed that Examination, and insisting on the passing the B. A Examination as an essential condition, the Syndicate would have undoubtedly considered it right to continue the latter course which has been hitherto adopted. But it appeared to the Syndicate "that the intermediate or First Examination in Arts now proposed to be established, will afford the test of a liberal education; and that it will be advisable to admit students who have passed that Examination to present themselves for an Examination in law, requiring a somewhat less degree of proficiency than the B. L. Examination, but in the same subjects generally; and that upon passing that Examination, they should be admitted to an inferior degree in law which may be designated the degree of Licentiate in law."

14. The Regulations for the new degree of Licentiate in law will be found at pages 25, 26, 27, of the Blue Book. The general subjects of Examination are the same as those for the B. L. degree, but the period of study required is a year less, and as the exact text books are carefully defined, and are generally elementary, the Examination will be practically a lower test, though still a test nearly, if not quite, as high as that adopted by the London University for its B. L. degree; which standard is probably somewhat lower, and certainly embraces a less extensive range of subjects than that for the B. L. degree of this University. Candidates for this degree need not be graduates in Arts, but they will be required to have passed the First Examination in Arts, which the Senate consider will be a sufficient test of a liberal education to meet the requirements of the case.

Regulations for proposed degree of Licentiate in law.

15. It is anticipated that the Examination for the degree of Licentiate in law will take the place of the Examination which, up to the present year, was held at the Presidency College, and at which certificates qualifying for practice at the Sudder and Mofussil Courts were given. These College Examinations were conducted by the professors

of the classes which the students had attended. Success in them might be attained, without taking any degree in Arts, and even without attaining any such proficiency in Arts as success in the first Examination now proposed, will indicate. And the certificate granted upon such Examination carrying with it, as it did, the right to practice at the bar of the Mofussil and Sudder Courts, was a sufficient inducement to youths anxious to enter early upon the actual practice of the law, to forego the more laborious course involved in a degree of law in the University, which is not to be attained without a considerable proficiency in Arts. The result of this system of certificates would, it was felt by the Syndicate, if continued, be disastrous to the Faculty of law in the University, and they would have been prepared to address the Government on the subject; but the necessity of their so doing has been removed, as they rejoice to find that His Honor, the Lieutenant-Governor of Bengal, has lately ordered the discontinuance of the College certificate. This step has been taken by His Honor, as would appear from his letter to the Director of Public Instruction. No. 564, dated the 30th November, 1859, which he has ordered to be communicated to the Senate, and an extract from which is appended in the margin,* partly in anticipation of a degree of Licentiate in law being established, which shall not require the B. A. degree as a condition for passing.

* 8. The Lieutenant-Governor trusts that the plan of an intermediate Examination and degree as Licentiate, which he is glad to learn is now under the consideration of the Senate, will remove all difficulties and will enable the Education Department to meet the reasonable claims of its law students without acting in a sense contrary to the University System.

16. While however the Vice-Chancellor and Syndicate are unanimous in recommending the adoption of a degree in law lower than that of Bachelor in Law, not involving the condition of having attained a B. A. degree, but involving that of having passed the First Examination in Arts; some difference of opinion has existed as to the nature of the legal Examination to be required for such degree. Some members, including the Vice-Chancellor, were disposed to think, and still think, that it is not desirable, that there should be two different standards in law for the degrees of Licentiate in Law and Bachelor in Law, or that the time required for legal studies should be reduced below three years, but that the only distinction between the two degrees should consist in the former being based upon a certificate of having passed the First Examination in Arts, and in the latter being based

upon a B. A degree. The majority of the Faculty of Law and of the Syndicate however were of opinion that it was desirable that there should be a separate Examination in law for the degree of Licentiate, of less difficulty, and requiring a less degree of attainment than the B. L. Examination, and that two years undivided study of law should be allowed to suffice as a minimum of admission to such Examination. The Regulations for the degree of Licentiate in Law have been framed in accordance with this latter view. It will however be seen, that the separate examination is not an absolutely essential part of the proposal for the degree of Licentiate in Law, and that if the principle of the establishment of such a degree based upon the First Examination in Arts, should be approved of, but it should not be thought desirable to lower the standard in law below that already in force for the degree of Bachelor of Law, it will only be necessary to substitute for the Regulations as to the Licentiate degree now contained in the Blue Book, a rule providing that no special Examination will be held, but that any person who has passed the First Examination in Arts, and the B. L. Examination, shall be entitled to the degree of Licentiate in Law.

Proposed new degree of Doctor of Law.

17. It further appeared to the Syndicate, and to the Senate, desirable that more encouragement than at present exists, should be given to candidates who graduate in Honors in law, and that inducements should be held out to the law students to attain a higher degree of proficiency than the minimum required for passing the B. L. Examination. Candidates who obtain Honors in Arts are admitted to the degree of M. A., those who pass in Honors immediately after the B. A. Examination being admitted without further Examination or fee; and other graduates of this or any University of India or the United Kingdom, being admitted to the Examination for the degree of Master of Arts (i. e. the Honor Examination in Arts) on payment of a fee of 50 Rupees. The Senate now propose that a privilege, corresponding to this in principle, be conferred on law students, and that Bachelors of Laws, who pass the Honor Examination, in four of the seven optional subjects, within six years after entering the University, may obtain the degree of Doctor of Law without further Examination or fee; and that any other Bachelor of Law of this, or of any University in India or the United Kingdom, may be admitted to the Examination for the degree of Doctor of Law on payment of a fee of 50 Rupees.

18. The Senate conceive that this new degree, with the title attached to it, will be much prized, and will afford a strong inducement to students in law to continue their legal studies beyond the point required for the Pass Examination in law, and to master some at least of the subjects for the Honor Examination. At the same time the Senate do not deem it right that so high a degree as that of Doctor of Law should be conferred upon students who have merely succeeded in obtaining Honors in one or two or even three of the seven optional subjects of Examination, but think it should be reserved for those students who attain Honors in at least a majority of those subjects.

19. The Regulations for the degree of Doctor of Law will be found at page 31 of the Blue Book. It will be observed that the degree of Doctor of Law occupies the same position relatively to the degree of Bachelor of Law, as the Master of Arts does to the Bachelor of Arts. The paragraphs are taken, almost *verbatim* from the M. A. Regulations, the only difference being, that the words "B. L." are substituted for "B. A." and "D. L." for "M. A."

Regulations for the proposed degree of Doctor of Law.

20. Since the Regulations for the new degrees passed the Senate, it has been brought to the notice of the Syndicate that, according to the rule as it now stands, the degree of Doctor of Law might be conferred on a candidate after five years from his passing the Entrance Examination, and that it consequently might be claimed by a candidate who entered at the age of 16, at the early age of 21. This is a very much earlier age than any similar degree is conferred at any of the English Universities, and although the proficiency of the student, rather than his age, is rightly regarded in conferring degrees generally in this University, it may be thought that the distinction of Doctor of Law ought not to be conferred on any person, however meritorious, until he has attained a maturer age than 21. To attain the degree of Doctor of Medicine now requires a seven years' course of professional study, which would bring the candidate to the age of 23. To attain the Master of Civil Engineering degree, according to the present rules, requires at least 7 years from the entrance into the University, and will, if the alterations now proposed in this degree be adopted, require 8 years, which would bring the candidate to the age of 24. And it appears to the Syndicate on the whole desirable, having regard to the weight attached in other Universities to the degree of Doctor of Law, that

this degree should in no case be conferred until two years after the degree of Bachelor of Law.

21. The reasons for proposing the new Degree of Licentiate in Civil Engineering have been noticed in paragraph 11. The Regulations for that degree will be found at page 41 of the Blue Book. The professional Examination is lower than for the Degree of Master of Civil Engineering, but it is sufficient, in the opinion of the Senate, to test a high order of professional ability and acquirements. The condition of a Degree in Arts has been dispensed with, but candidates will be required, as evidence of a liberal education, to pass the First Examination in the Faculty of Arts.

Regulations for the proposed Degree of Licentiate in Civil Engineering

22. If will be observed that, under the second paragraph of these Regulations as they now stand, a course of seven years' study is required from a candidate in Civil Engineering, before he can attain the Degree of Licentiate in that Faculty. Two years of this course will be occupied in qualifying for the First Examination in Arts, three years in study in a School of Engineering, and two years in practice. It is left optional however to the candidate, at what period of his course he qualifies for the First Examination in Arts. As the rule was originally framed by the Faculty of Civil Engineering, the course required did not necessarily involve more than six years, including a course of five years in Civil Engineering, of which 3 years must be study in a School of Engineering, and 2 years practice.* This course admitted of the student pursuing concurrently, at least for one year, his studies in Arts and in a School of Civil Engineering, and considering the cognate character of these studies so far as Mathematics and Natural Philosophy are concerned, it appeared to some members of the Syndicate and of the Senate, including the Vice-Chancellor, that the course necessary to the attainment of the lowest Degree in Civil Engineering, already longer by a year than that required in the Faculty of Medicine for the corresponding Degree, need not be protracted beyond six years, if students were found competent to pass, within that time, the requisite

* The rule proposed by the Syndicate which slightly varied in wording from that of the Faculty, was as follows:—

2 The Degree shall not be conferred on any candidate within three academical years from the time of his passing the First Examination in the Faculty of Arts, and until he produce certificates of having been engaged for at least five years in the study and practice of Engineering, of which three years must be study in a School of Engineering, and two years' practice.

Examinations. The members of the Faculty of Civil Engineering present at the meeting of the Senate took a different view, and urged strongly on the Senate the inexpediency of enabling students to carry on any portion of the Civil Engineering course concurrently with their course in Arts, or of shortening the full course of Civil Engineering. The Senate, in deference to their opinion, in a matter which it deemed in a great measure professional, adopted their view by a majority. The effect of this alteration is to render the period required for the proposed degree of Licentiate in Civil Engineering longer than that which, under the old rules, was required for the Master of Civil Engineering Degree, as the latter Degree only required the candidates who attained the degree of B. A. to have passed 4 years in the study and practice of Civil Engineering, one year of which at least might have been passed concurrently with the student's course in Arts. It still appears, however, to the Vice Chancellor and the majority of the Syndicate, that the rule which admitted of the Degree being obtained within six years, is preferable to that adopted by the Senate, and they are apprehensive that by requiring so long a period as seven years to elapse before even an inferior degree can be attained in Civil Engineering, youths of this country will be deterred from attempting to graduate in that Faculty, and the practical utility of the Faculty will suffer. This, however, must be considered as their individual view, and not as the collective view of the Senate, which is as above stated.

23. With reference to the new Degrees now proposed to be conferred, I am directed to point out that under Section XI. of the Act of Incorporation of the University, the Senate does not appear to have the power, even with the sanction of the executive Government, of conferring any Degrees, except those specified in that section, viz. those of Bachelor of Arts, Master of Arts, Bachelor of Laws, Licentiate of Medicine, Doctor of Medicine, and Master of Civil Engineering. In case therefore His Excellency in Council shall be pleased to sanction the creation of the new Degrees of Licentiate in Law, Doctor of Law, and Licentiate of Civil Engineering, it will be desirable that an application be made to the Legislative Council to pass a further act, expressly empowering the University to confer such Degrees, or such other Degrees as the Senate, with the approval of the Governor-General in Council, shall from time to time appoint.

24. As the alterations now proposed are so important, and involve an application to the Legislature for a change in the original Act of Incorporation, the Vice-Chancellor and Syndicate have deemed it their duty, in submitting the recommendations of the Senate for the consideration of His Excellency in Council, to point out also the objections which have occurred to individual members as likely fairly to arise in regard to particular details of the scheme, while they fully and unanimously concur in supporting the general provisions of that scheme.

25. In conclusion, I have the honor to request that the Report of the Senate, together with the amended Code of Bye-Laws and Regulations which they have recommended for the Government of this University, may be submitted for the consideration of His Excellency the Governor-General in Council, and I am further directed to express a hope, that the principle of these alterations may meet with His Excellency's approval and sanction.

26. Accompanying this are 10 copies of the Blue Book, containing the amended Code of Bye-Laws and Regulations, and 10 copies of the documents forwarded with your letter under reply, which, with the addition of the Regulations of the London, Calcutta, and Madras Universities, have been reprinted.

I have the honor to be,
Sir,
Your most obedient Servant,
H. SCOTT SMITH,
Registrar.

FROM
THE UNDER SECRETARY TO THE GOVERNMENT OF INDIA.
TO
THE REGISTRAR CALCUTTA UNIVERSITY.

Dated Council Chamber, the 28th March 1860.

SIR,

I have laid before the Hon'ble the President in Council your letter No. 175, dated the 13th ultimo, with its enclosures, and I am directed to inform you that the changes and additions proposed by the Senate, in the Bye-Laws and Regulations of the Calcutta University, are approved and sanctioned by His Honor in Council.

2. A copy of your report and its enclosures will be communicated to the Governments of Bombay and Madras, for the information of the Senates of the Universities at those Presidencies. The power of finally sanctioning the Bye-Laws of those Universities is, however, vested by law in the local Governments, and the President in Council does not think it necessary to seek to influence the course which the local Governments may take upon a perusal of your report, not deeming it an object of paramount importance to secure a more perfect uniformity in the Regulations and Bye-Laws of the three Universities than already exists, or than, in the case of Bombay, has been proposed.

3. His Honor in Council requests that the Senate of the Calcutta University will have the goodness to submit the draft of a Legislative enactment to confer on the governing bodies of the three Universities, the additional powers asked for in the 23rd paragraph of your letter.

I have the honor to be,

Sir,

Your most obedient Servant,

(Signed) R. B. CHAPMAN,

Under Secy. to the Govt. of India.

19. A Draft Enactment having been prepared in accordance with these instructions, the Bill was introduced into the Legislative Council on the 2nd June by the Hon'ble Sir Bartle Frere. It was read a 1st time, and will, no doubt, shortly become law.

20. In the last paragraph of Mr. Secretary Grey's letter No. 777, quoted above, allusion is made to a question then undecided, which has excited some interest in connection with University Examinations, and as final orders on the point have since been received from Her Majesty's Secretary of State, it seems proper to notice it here.

21. In the Despatch of the late Honorable Court of Directors, No. 123, 18th August 1858,* in which the entire

* Printed in the Annual Report for 1858-59, p. 5.

scheme of the University is reviewed, and a general approbation accorded, the Honorable Court remark:—

"The determination to admit, among the subjects of examination for Honors in the mental and moral sciences, the Evidences of Revealed Religion, as contained in Paley's Evidences and Butler's Analogy, seems to have been arrived at by the Committee principally with reference to those schools which will probably be affiliated to the University, where a considerable portion of the time of the students is taken up with subjects which would otherwise avail them nothing in their competition for University Honors. The recommendation was cordially agreed to by your Government. We do not overrule your decision on the point, so far as to prohibit the examination of students in the books above mentioned, if they should express their wish to be so examined; but we desire that the position of a candidate for Honors in the list of competitors may solely be assigned to him in consideration of his proficiency in the four subjects in which examination is compulsory."

22. The order that any marks which candidates for Honors might obtain in the Evidences of Revealed Religion should not be carried to their credit in assigning them their position amongst the competitors, caused considerable dissatisfaction to some of the members of the Senate. The Faculty of Arts passed resolutions adverse to the order, giving at length their reasons for objecting to the restriction imposed by the Honorable Court, and concluding as follows:—

"The Faculty therefore desire that their earnest remonstrance against the order may be forwarded, if necessary, for the consideration of the Home Government; and they venture to hope that a measure likely to create disunion in the University, and obnoxious to a large portion of its Senate, may not be persevered in."

23. The Resolutions of the Faculty having been communicated to the Syndicate it was ordered:—

"That the Registrar be directed to communicate with the Government of India, forwarding copy of the Resolutions come to by the Faculty of Arts on the subject, for the information of the Hon'ble the

President in Council and for transmission, if thought necessary, to the Home Government, stating that the Syndicate agree in the view taken by the Faculty, and pointing out that, as any alterations of the statutes after their final sanction by Government would have to be initiated in the Senate itself, they are disposed to think that after so strong an expression of feeling from a body which represents the largest portion of its members, the Senate would not be likely to introduce the change suggested.

24. The Supreme Government adopted the views of the Senate as will be seen by the following letter.

No. 1139.

FROM

THE SECRETARY TO GOVERNMENT OF INDIA,
HOME DEPARTMENT.

To

THE REGISTRAR, CALCUTTA UNIVERSITY.

Dated Council Chamber 4th June 1859,

SIR,

"In continuation of my letter No. 2327, dated 18th October, 1858, I am directed to state for the information of the Vice-Chancellor and Senate that your letter No. 467, dated the 30th of November last, and its enclosure, have been forwarded to the Right Hon'ble the Secretary of State for India, with the recommendation of the Government of India, that no alteration be made in the rule which provides that candidates for Honors in the Mental and Moral Sciences may, if they wish it, be examined in the Evidences of Revealed Religion, and obtain marks according to their proficiency therein.

I have &c.,

(Signed) W. GREY,

Secretary to the Government of India.

25. On the 23rd of December last Mr. Secretary Grey communicated to the University the final orders of Her Majesty's Secretary of State for India, conceding the point at issue. The Despatch is subjoined.

India Office London, 8th November, 1859.

Educational. No. 19.

His Excellency the Right Honorable the Governor-General of India in Council.

My Lord,

1. Your letter dated 23rd May, (No. 16, 1859,) on the subject of the Examinations of Candidates for Honors in the University of Calcutta, has, with its several enclosures, been laid before me in Council.

2. There can be no doubt that the Regulations for the Examination of Candidates for Honors, as approved by you in Council, do involve a departure from the principle laid down in the Public Despatch No. 49, dated 19th July 1854, viz. that "the Examinations for degrees will not include any subjects connected with religious belief;" and it is evident that the Court of Directors felt this when they gave their modified approval of those Regulations.

3. It has, however, been represented to you by the Senate that if an Examination in voluntary subjects is to be allowed at all, the result of such Examination should be taken into account in determining the position of a candidate for Honors, and in this view you have expressed your entire concurrence, as you have thought it right, after full opportunity for reconsideration of the subject, to give the sanction of your Government to these Regulations; and as they appear to have been practically in operation for some time, H. M.'s Government are not prepared now to rescind them I must however, on this occasion, call your attention to the principle laid down in the Despatch of July 1854, by which it is the desire of H. M.'s Government that in any future questions, which may arise, the determination of your Government shall be guided.

4. Her Majesty's Government are of opinion that the Regulations of the University of Bombay, in reference to the Evidences of Revealed Religion, should not go beyond those which have been adopted in the University of Calcutta.

5. I observe that the University, by the letter of its Registrar, dated 30th November last, lays claim to an independence of control which it is impossible for me to admit; nor can I assent in all respects to the soundness of the arguments advanced in support of that view.

University Examinations. Entrance.

26. An alteration in the time of holding the University Examinations was sanctioned in 1858, and came into operation for the 1st time during the past year. By the new arrangement, the Entrance Examination took place in December and the Examination for the degree of B. A. in January.

27. For the Entrance Examination the names of 705 candidates were enrolled, but 36 failed to appear, 669 only having presented themselves for Examination; of these, 243 obtained the requisite number of marks to entitle them to pass, 65 being placed in the 1st, and 178 in the 2nd division.

28. The details given in the margin will exhibit the proportions supplied by the different classes of schools. By an analysis of this table it appears that of the candidates from Government Schools, 35·7 per cent., and of those from independent Schools 24·2 per cent., passed successfully, and were admitted as under-graduates.

	No. of Candidates.	Passed.	
		1st Dvn	2nd Dvn.
From Govt Schools,	490	52	123
Aided Schools, ...	28	1	17
Indepdt. Schools. ...	128	7	24
School Masters, ...	28	4	10
Private Students, ...	31	1	4
Total, ...	705	65	178

29. The Report of the Examiners shews that 47 per cent. of the total number of candidates failed in English, 30 per cent. failed in Mathematics, and 46 per cent. failed in History. As regards the Oriental languages the Examiners remark:—

"We wish, for the guidance of future Examiners, to draw attention to the high marks generally gained by the candidates in Oriental languages, being on an average in the ratio very nearly of two to one of those gained in each of the other subjects. This has a manifest

tendency to give more importance to Oriental languages than was probably intended, and seriously affects the classification of the candidates."

30. In reference to this representation, a sub-committee, appointed by the Syndicate to frame rules for conducting Examinations in arts, have recommended in their Report:—

"That the attention of the Examiners in Oriental languages be drawn to the disproportionately high marks which have been gained in those subjects at the late examination, with a view to their increasing the difficulty of the Examination papers, or altering the mode of assessing marks, if it appears to them that a lower Standard or a different mode of assessing marks has been hitherto adopted in these than in other subjects of Examination.

B. A. Degree.

31. Sixty-five undergraduates applied to be examined for the B. A. Degree, and 50 of these appeared at the Examination. Only 13 however, succeeded in passing, 6 in the 1st, and 7 in the 2nd Division; 37 were rejected.

	No. of Candidates.	Passed.	
		1st. Dvn.	2nd. Dvn.
From Govt. Colleges,	39	6	7
Indept. Institutions,	11	None	None
Private Students, ...	7	do.	do.
School Masters, ...	8	do.	do.
Total, ...	65	6	7

32. This result appears somewhat unsatisfactory, but it should be stated, that a number of candidates presented themselves on this occasion, with no expectation of passing, but simply to qualify themselves for admission to next year's examination, for which they would not otherwise be eligible,—an exceptional case applicable to the present year, and which will not occur again.

One of the successful candidates, Tarraprosaud Chatterjee, applied to be examined for Honors, and was awarded a 3rd

Class, in mental and moral science. I record his name as the first student in this part of India who has obtained University Honors.

B. L. DEGREE.

33. The Law Examination was held in March. Out of 22 candidates, all of them students of the Law Classes of the Presidency College, 10 were successful; of these, 7 came under the special provision contained in para. 3 of the B. L. Regulations, by which they will be entitled to their degrees as soon as they have graduated in Arts.

34. Four of the passed candidates went up for Honors, but they failed to reach the prescribed standard.

1st Examination for L. M.

35. The Medical College sent up 30 students for the 1st Examination for the Degree of Licentiate in Medicine and Surgery; of these, 13 passed, 4 in the 1st division, and 9 in the 2nd division.

Three of this number evinced sufficient merit in the opinion of the Examiners to entitle them to University Scholarships.

Colleges for General Education.

	Number on rolls at the close of session of 1858-59 (31st March.)	Number on rolls at the close of session of 1859 (31st Decr *)
Presidency College,	101	122
Hooghly „	30	32
Dacca „	29	34
Kishnaghur „	28	30
Berhampore „	7	16
Total, ...	195	234

* Owing to the change in the time of holding the University Examinations, a corresponding change has been made in the commencement and termination of the College Sessions.

36. It is gratifying to remark a general increase in the numbers of our more advanced students who attend the Colleges for general education. The increase is not large, but it is general, as will be seen by the details in the margin. This result would appear traceable in

great measure to the growing influence of the University, and, if so, affords another satisfactory proof of the success of an institution, to which admission alone is found to be a highly-prized distinction, and which has a manifest tendency to infuse new life into our Schools and Colleges, by awakening and keeping alive in them a spirit of generous and honorable rivalry.

College Buildings.

37. Several of the Colleges are suffering much inconvenience from a deficiency of Class room accommodation. The classes of the Presidency College are dispersed in different buildings, and are not provided with any room suitable for Lectures on Natural Philosophy of an experimental character. His Honor is aware that negotiations have been for some time in progress to secure a site for the erection of a suitable College building, but financial considerations preclude further action at present in this, as in all other measures of improvement involving an outlay of money. It will require early attention whenever circumstances become more favorable.

38. At Dacca the College building is still occupied by troops, and the classes, both of the College and Collegiate School, are most inconveniently located in private houses.

39. A temporary building has been completed during the year for the Berhampore College, and was taken possession of on the 1st December. The site for the permanent edifice, which has been sanctioned, and for which upwards of Rupees 35,000 have been obtained from local sources, has not yet been definitely settled. It is hoped, however, that all obstacles will be shortly removed, and that building operations may be commenced without further delay.

Presidency College, Law Department.

40. The College Examinations of final Law Students, and the grant to successful candidates of College Di-

plomas, entitling the holders to practice in the Mofussil Courts, have now been finally abolished. Their place is supplied by the University Examinations for the Degrees of Licentiate and Bachelor of Law. The result of the B. L. Examination for this year has already been chronicled. The first examination for the Degree of Licentiate in Law will be held in January 1861. Candidates, who are at present students of the Law Classes being allowed, by a special provision to dispense with the 1st Examination in Arts as a condition protend to that degree.

Medical College Examinations

41. The diploma Examinations in Medicine, as in Law, have now been withdrawn from College control, and the College Diploma will, in future, be superseded by the University Degree of Licentiate in Medicine and Surgery, to which the practical privileges heretofore attached to the former, are now transferred. Eight candidates were this year successful in the examination of final students, conducted by the College authorities, and obtained the last Diplomas which the College is empowered to grant.

Scholarships reserved for Students from the Upper Provinces.

42. The attention of Government was lately directed to the serious falling off in the number of passed Medical Students, who enter the Public Service as Sub-Assistant Surgeons, and especially to the fact, that of those who do so enter it, very few are found willing to accept employment in the Upper Provinces; and the Director General of the Medical Service in suggesting certain measures calculated to make this branch of the service more generally attractive proposed, that a portion of the funds hitherto set aside to provide scholarships at the Medical College, should be reserved for such students from the North-Western Provinces, as might be willing to come down to Calcutta to receive a

Medical Education. This suggestion was favorably viewed by Government, and authority was given to adopt it as an experimental measure. Accordingly the Directors of Public instruction in the North-Western Provinces and the Punjab have been requested to make it known that certain Scholarships in the Medical College at Calcutta, have been reserved to be competed for, by the students in the several Schools and Colleges under their control. No candidates, however, have yet presented themselves, and the communications received from Mr. Stewart Reid and Captain Fuller shew, that there is little probability of the measure producing any practical result. Independently of the general aversion of the natives to quit their homes for an unknown and distant country, the high remuneration which even a moderate knowledge of English at present commands in the North West, will serve as an effectual bar to the acceptance of these scholarships by students possessing the requisite qualifications.

Deficiency of Sub-Assistant Surgeons.

43. In connection with the diminished supply of Sub-assistant Surgeons for the service of Government, I may here mention, that it has been shewn by Doctor Eatwell, the able Principal of the Medical College, that the falling off is the result, not of any decrease in the number of admissions to the College, but partly of a disinclination to the obligations and restraints of the public service, and partly of a large defection from the classes before the course of study is completed. The causes of this defection seem to be various. Perhaps the most important is, a desire at the earliest moment to turn to profitable account an imperfect stock of knowledge without the expenditure of time and money, required to complete a five years course. An old rule provides that "stipendiary students voluntarily leaving the college before presenting themselves for final examination,

be required to refund the total amount received by them, from the date of their registration to the period of their resignation." This rule has been allowed to fall into abeyance, but it is the opinion of Doctor Eatwell that it should now be revived, and strictly enforced.

44. As a further means of securing a due supply of Sub-assistant Surgeons, he suggested, that all students who obtained a gratuitous education, and the stipends and scholarships of the College, should engage to serve the State in that capacity, if called upon to do so; and that all Sub-Assistant Surgeons should, on entering the service, be bound to serve for a fixed minimum period at least. These suggestions were submitted for the favourable consideration and orders of Government, but have been negatived by His Excellency the Governor General in Council on the ground, that it is unwise to impose penalties which it would be found almost impossible to exact in practice, and which, if exacted, would probably fail to secure the end in view.

45. The following Despatch contains the orders of Government on the point:—

No. 1375,

FROM

R. B. CHAPMAN, ESQ.,
Under Secretary to the Government of India,
Home Department,

To

E. H. LUSHINGTON, ESQ.,
Officiating Junior Secretary to the Government of Bengal,

Dated the 9th July 1859.

SIR,

I AM now directed to reply to your letter No. 165, dated the 31st March, upon the subject of a proposal to bind the free students in the English Class of the Medical College to complete their course and

enter the Government service, if required, or to pay a small tuition fee for the period during which they may have received gratuitous education.

2. After a careful reconsideration of the question, the Governor General in Council has resolved to withdraw the qualified sanction which was given to the original proposal of the Director of Public Instruction in Mr. Beadon's letter No. 1363, dated the 11th June 1858.

3. There is no doubt that it is fully competent to the Government to prescribe the condition on which a gratuitous education shall be given, either in the Medical College, or in any other Government Institution, and there is nothing abstractedly unreasonable in the condition, that those who receive an education at the public expense, in any particular branch of science should be compelled, under a pecuniary penalty, to give the Government the benefit of the knowledge they so acquire, at a fair and equitable rate of remuneration.

4. But in the present case, while the poverty of the students would in many instances, make it impossible to exact any pecuniary penalty, it would always bef ound very difficult to enforce it by legal process, and if enforced, there would assuredly be little advantage in compelling the students to render an unwilling service, from which they could at any time escape by sufficiently misconducting themselves.

5. Although therefore the liberality of Government may no doubt be occasionally abused, and will sometimes fail of producing the results which may be legitimately expected, yet, upon the whole, His Excellency in Council is of opinion, that the interests of the State, will be best served, if entire freedom of action be conceded to the students, whether in the course, or at the close of their College career.

Institution of a Class of paying Students.

46. His Honor is aware that at the first institution of the College, it was provided that the students of all classes should receive their entire education gratuitously. In addition to this, stipends of Rupees (8) eight a month, were annually allotted by Government for a certain number of students, as an inducement to young men to enter on a course of Medical study, and for several years few pupils entered the College who were not, in fact, paid for their attendance by the receipt of one of these stipends. Gradually prejudices wore away, the advan-

tages offered by the College came to be better appreciated, and a considerable number of free students in excess of those receiving stipends, was enrolled; but until the beginning of last year no attempt had been made, to alter the gratuitous character of Medical Education in Bengal, by the exaction of a fee for tuition. It was now thought that the time had arrived when the experiment might be tried with advantage. At the same time it was felt that the measure should be introduced with caution, in order to avoid the possibility of a sudden falling off, to any great extent, in the number of admissions. It was therefore determined that in addition to the ordinary scholarship-holders, 50 students should be admitted as free scholars on the presentation of the Director of Public Instruction and that this number of free scholars should be permanently maintained, but that all other students, who might enter the College, should be required to pay for their Education, at the rate of Rupees (5) five a month, in addition to an Entrance fee of Rupees (15) fifteen.

47. The measure came into operation on the 15th June last, but no student applied for admission on these terms during the past session. This is simply to be attributed to the large number of free presentations then available, a number nearly equal to the average of the yearly admissions to the class. In the present session no free presentations being open for distribution, and the number of scholarships being limited, the bulk of the applicants for admission, amounting in the whole to eighty-seven were obliged to enter as paying students, or to withdraw their names. I have ascertained that up to the present date 28 of the number have paid the entrance fee and received admission to the College a result which, if not altogether satisfactory, may be regarded as an index of the altered feeling with which medical studies

are now regarded by the natives of Bengal, and may be considered to hold out fair hopes of the ultimate success of the experiment.

Proposed transfer of the Hindustani class to Agra.

48. It will be remembered, that in last year's report, mention was made of a communication having been summitted to Government, suggesting the expediency of taking early measures to improve and develope the Agra School of Medicine, so to enable it eventually to undertake the entire education of Hindustani Native Doctors for the service of Government, with the view of transferring the present Military Class in the Medical College to its more legitimate home in the North-West. A reference on the subject was subsequently made to the Lieutenant Governor of the North-West Provinces. I subjoin the reply.

No. 398A.

FROM

GEORGE COUPER ESQ.,

Secretary to the Govt. of the North-Western Provinces.

To

THE SECRETARY TO THE GOVERNMENT OF BENGAL,

Dated the 30th December 1859.

SIR,

I AM directed to acknowledge your letter No. 125, dated 12th March last, in which the Hon'ble the Lieutenant-Governor asks, whether the Agra Medical School can be so far improved as to be able to supply the means of training up a sufficient number of Hindustance Native Doctors for the Public Service.

2. In reply, I am desired to state, that the Director General in the Medical Department, has recorded his opinion that to effect this object the average number of Students under education at Agra should not fall below 240; and whether that number could be induced

to attend is a doubtful question, which he considers should be practically tested before the abolition of the Military Class of the Calcutta College is decided upon.

3. A reference to the Principal of the Medical College at Agra has shown that at present it is impossible to make arrangements for the accommodation and tuition of more than one-half of the number estimated by Dr. Forsyth, the subject will however not be lost sight of. But in the meantime, in the opinion of the Lieutenant-Governor, the abolition of the Military Class of the Calcutta College is much to be deprecated.

Bengali Class.

49. In the Bengali Class the Principal has pointed out that the present mode of admitting students direct from schools is unsuccessful, since lads thus obtained have had no practical experience of the duties to be required from them, and in consequence when confronted with the ordeals of the dissecting room and the hospital, in many instances fall away. He suggests that Dispensaries and Jail Hospitals might be made preparatory schools of Medicine that lads should be sent in the first instance to such institutions, and that those only who shew an aptitude for the study of Medicine should be admitted to the Medical College.

50. The Commissioner of Cuttack has, during the past year, requested that two stipends in the Bengali Class might be held available for lads thus situated in his division, a request which has been acceded to by Government. One lad thus selected (a converted native) was sent to the Medical College at the commencement of the present Session.

51. This class has already sent out into the country a considerable number of qualified students who are doing well as private practitioners, but as Government Servants these men are very generally failures, owing to their unwillingness to sacrifice their private convenience to public duty.

52. The Principal suggests as a means of increasing the efficiency of this class, that the stipendiary students should be

made to reside on the College premises, and subjected to discipline like the students of the Military or Hindustani Class. At present, conveniences for such an arrangement, in the way of buildings, do not exist.

College of Civil Engineering

53. The number of Pupils on the Rolls on the 30th April 1859 was 66. In the course of the Session the Admissions and Withdrawals were nearly balanced; the number on the Rolls on the 30th April last being 65. During the year 13 students obtained certificates of qualification for different grades of the Public Works Department. In the preceding year the number of qualified students who passed out of College was 17. The institution is yet in its infancy, but even now the professional staff is quite insufficient for the duties required of it. His Honor is aware that sanction has been obtained for the establishment of a Professorship of Engineering, with a salary of Rs. 700 per mensem, but no appointment has yet been made. Considerable further additions to the intructive staff will gradually become necessary, in order to enable the institution to meet, with effect, the large and increasing demands of the Rail roads and the Department of Public Works. A proposition for the future Establishment has been submitted to Government, and is still under consideration.

54. I may add, that an application for a supply of Mechanical and Scientific Apparatus and Models for the use of the College, was last year forwarded for the favorable consideration of the Home Government. The application was sanctioned, and the necessary orders had been issued for the supply of the articles required.

School of Industrial Art.

55. The School of Industrial Art, of which the Principal of the Engineering College is ex-officio visitor, is at present in a state of transition. In wood-engraving considerable success has been attained; and until recently

the Department of moulding and modelling was highly prosperous. Circumstances however occurred which caused the withdrawal of M. Rigaud, the teacher of that Department, in August last, and the Committee have hitherto been unable to supply his place.

It has consequently been found necessary for the present to close the Department altogether, and the students have dispersed. This interruption is unfortunate, but it affords no grounds for doubting the ultimate success of the school.

56. A continuance of the Government grant of Rupees 600 per mensem, has been sanctioned for a further period of two years, and the Committee of Management has undertaken to reorganize the institution in communication with Dr. Hunter, the able Manager of the Industrial School at Madras.

Collegiate and Zillah Schools.

57. The Collegiate and Zillah schools still take rank as the best managed and most efficient in the country, and fully maintain their popularity.

58. Their classes are yearly recruited from the Vernacular schools by the admission of those students who have succeeded in gaining the scholarships attached to institutions of that class in the Annual Examinations held by the Inspectors. One hundred and sixty (160) of these Vernacular scholarships are annually available. They are tenable in Zillah schools for four years, and carry with them the privilege of free tuition in addition to stipends of Rupees 4 per mensem. By means of these scholarships a clever boy who commences his education in a Vernacular school may, by the exercise of industry and perseverance, obtain admission to a Zillah English school for 4 years, free of cost, and with a stipend sufficient for his maintenance; at the expiration of his scholarship, at 16 or 17 years of age, provided he be a

lad of real ability and energy, he will be prepared to present himself for the University Entrance Examination, and if placed in the 1st Division, may be awarded a Junior Scholarship of Rupees 10 per mensem, tenable for two years at the Presidency College. When this expires it remains for him to win a Senior scholarship of Rupees 25 per mensem tenable for a further period of two years, and carrying him on to the examination for the B. A. degree. With such advantages in prospect, the Vernacular scholarships are naturally highly prized and warmly contested.

59. The following table shews the number of students on the Rolls of the Collegiate and Zillah schools at the close of each of the last 3 years.

Year.	No. of Schools.	Students on the Rolls on the 30th of April.
1858	46	6333
1859	47	6554
1860	45	6701

Aided Schools.

60. The reports of the Inspectors shew that the Schools receiving grants-in-aid are generally in a satisfactory state. Judged by the standard of Government Schools of the same class in which the Teachers are Government servants, and the local management is directly subjected to Government control, they must no doubt receive a comparatively unfavorable verdict; but regarded independently or in comparison with Schools under unchecked native management, they may be considered on the whole to be achieving decided success. This is especially true of those of a superior class, in which

English is either made the medium of general instruction or is taught simply as a language. To secure for their children a knowledge of our tongue is the one object for which, as a rule, the people are willing to pay, and for this they will not unfrequently incur an expense which would seem altogether disproportioned to their means.

61. Purely Vernacular Schools are far less popular. In these the acquisition of writing, and of such cyphering as is required for simple accounts, is all that the people really care for. History, geography, and science they commonly regard as so much useless lumber which they are content to stow away with wares of real value, simply because an inscrutable Government will not aid them to obtain the latter without the former.

62. In all countries, a knowledge that it possesses an actual and immediate commercial value is the most active agent in promoting a desire for education. Here, as regards the great mass of the people, it may be said to be the *only* agent, and, where this fails, an almost total indifference to school instruction is the natural result. The *cui bono* question would find a far more hearty response amongst the lowest classes yet reached by our schools, were more attention paid to the orders of Government by which a preference is directed to be given to those applicants for employment in the inferior grades of the Public Service, who possess at least the elementary knowledge which may be acquired in the humblest school. It is the complaint of the inspectors that these orders have remained, in too many cases, a dead letter.

63. In the subjoined table will be found the number of Students on the rolls of the aided Schools of different classes on the 30th of April for the last 3 years.

Year.	Number of Schools.				Students on the Rolls on the 30th April.			
	English.	Anglo Vernacular.	Vernacular.	Total.	English.	Anglo Vernacular.	Vernacular.	Total.
1858	22	79	162	263	2447	7151	8996	18594
1859	17	75	247	339	2426	6404	16096*	*24926
1860	19	74	263	356	2304	6312	10563	19179

64. One part of the duty of the Inspectors is to exercise a careful supervision over the accounts of aided Schools, to see that the subscriptions and fees are really paid, that the Masters receive the

Aided Schools. Frauds.

* These figures are erroneous. The large excess over the preceding and following years is due to a somewhat singular error in the returns from South Bengal. On enquiring into the cause of the large apparent fluctuation, I received the following explanation from the Inspector.

"Previous to the end of the year 1858-59, these Schools used to send monthly returns to the Inspector's Office, but in consequence of that causing such a large amount of work and correspondence, these returns were ordered to be sent in quarterly, and in accordance with the old form furnished from your Office. It appears however that the ignorant Pundits and Managers instead of giving the number of boys on the rolls on the last day of each quarter, have, in numberless instances, taken the number of boys on the rolls on the last days of each of the three months in the quarter, and adding them together have given that sum instead. If therefore you take (excepting Kishnaghur) each School that states its numbers to be above 100 in the year 1858-59 and divide its number by 3 you get at the truth, and the discrepancy disappears. Since I rejoined the Inspectorship, I know this mistake has often been made."

salaries guaranteed to them, and generally that the funds are administered in accordance with the conditions of the grant. Here the difficulties they have to contend with, and the annoyances to which they are occasionally subjected in their intercourse with the Managers, are such as to call for the exercise of great temper and judgment.

65. A Master complains that his salary has not been paid. On enquiry his receipt in full is handed to the Inspector. The signature is admitted to be genuine, but the Master asserts that it was forced from him by a threat of dismissal, and maintains, sometimes certainly with justice, that he has not received his due, or, perhaps, rather than lose his situation, he consents to give his name as a monthly subscriber of a comparatively large amount, sometimes a third of his entire pay, and only receives the difference between his nominal salary and his equally nominal subscription. In some few cases the accounts submitted to the Inspector have proved altogether imaginary. Fees, subscriptions and subscribers alike, though carefully entered in detail, existed only on paper, the Government grant being made to cover the whole expense of the School. Serious irregularities of this kind were in several instances reported to Government in former years, and the grants were in consequence annulled, a punishment which fell exclusively on the unfortunate children and did not touch the real culprits.

66. In reference to these cases and the reported prevalence of fraudulent administration on the part of Managers of aided Schools, a Despatch from the Supreme Government to the Government of Bengal (dated 17th May 1859) has the following remarks :—

"It does not seem out of place to refer to a doubt which is understood to have been expressed by some of those most interested in the cause of education in Bengal, namely, whether many of the cheap Grant-in-aid

Schools (which it is believed are generally of a type higher than is necessary for national Schools) are not in fact supported exclusively upon the amount (10 to 12 Rupees a month) which they receive from Government, false returns and receipts being periodically submitted to ensure the continuance of the grant. It is unfortunately not possible in India to dismiss as wholly improbable such a doubt as this when it arises, and it seems desirable to the Governor General in Council, that some steps should be taken under the direction of the Lieutenant Governor, for ascertaining whether it has any foundation."

67. Accordingly the Licutenant Governor requested the Director of Public Instruction to furnish a report on the measures which had been adopted to prevent malversation of the funds supplied by Government in aid of private Schools and of the results which had attended them. His Honor desired that strict enquiries should be made, but that the Inspectors should be cautioned that, though very careful investigation had become necessary, "they should endeavour to conduct them with prudence and judgment so as to avoid as much as possible occasioning any needless offence." The enquiries thus instituted have served to shew that minute peculation and petty frauds are lamentably common, but that more serious cases of malversation are far from frequent.

68. The following Extracts from Mr. Gordon Young's Report detail the measures adopted for the prevention and punishment of these frauds.

"With reference to your letter No. 333, dated 12th July last, I have the honor to forward herewith Reports from the Inspectors of Schools as noted in the margin.

No. 874 dated 28th November 1859, from the Officiating Inspector of Schools, South Bengal.
No. 1292 dated ditto from the Inspector of Schools, East Bengal.
No. 1037 dated 8th ditto, from Inspector N. E. Bengal and Assam.
No. 365 dated 5th August 1859, from ditto S. W. Bengal.

"From these papers as well as from others which have come before the Government from time to time, it will be plain to the Lieutenant Governor that petty frauds are occasionally committed in connection with Grants-in-aid, in spite of all the efforts of the higher Officers of the Department to prevent or punish such acts.

"In these cases, we see the same perplexing features and characteristics as present themselves in the Police and other Departments. We see persons of respectable means and station unable to resist the opportunity of a little peculation when Government money passes through their hands; we see petty oppression and extortion practised in the absence of any motive intelligible to Englishmen; we see the oppressed conniving (so to speak) with the oppressor to enable the culprits to escape punishment.

"Yet it does not follow from all this that the matter must be set down as hopeless, and a stop put to the Grant-in-aid system. The aided Schools beyond all doubt are of much benefit, not only as means of Education but as an experiment and beginning of what may be called self-government in this country. In this as in other Departments, we must do our best to check or punish roguery, and must not be discouraged from prosecuting measures founded on sound principles, because the working of them is attended with some evils and draw-backs.

"The Lieutenant Governor is aware of many of the measures adopted to check fraud in connection with grants to Schools.

"In August 1857, the Inspectors were enjoined by Circular to take care that all grants recommended for sanction, were for some specific and defined object in each particular case, and not merely in aid of the general funds of the School. And this practice has, since then, been always carefully observed.

Dated August 28th 1857.

"In May 1858, and afterwards in the following November, advantage was taken of the concession of pension to Teachers of aided Schools, in order to bring the appointment and control of these persons more directly under the Inspectors.

See p p. 2 and 30 of Selection of Circulars for 1858-59.

"In July of last year a further Circular was issued in regard to the strict enforcement of the conditions on which grants are given, and the recording of all visits of inspection paid to aided Schools.

Ibid, p. p. 10 and 11.

"In November of the same year, Rules for the examination of candidates for Teacherships in aided Schools were brought into force as a further check to jobbery and deception.

Ibid, p. 26.

"In February 1859, travelling allowance was sanctioned for Deputy Inspectors of Schools, with a view chiefly to encourage more frequent visits to aided Schools and to secure a better class of men as Inspectors.

Ibid. p. 42.

"In April last was passed a Rule for bringing the finances of aided Schools, whose character was at all suspicious, more directly under the control of this Department, and for doing away with the necessity of inflicting, in every case, even of petty fraud, the extreme and only penalty in our power viz. the annulment of the grant.

Ibid. p. 47.

"In more than one case, we have instituted proceedings in the Criminal Courts against persons connected with aided Schools who have been parties to fraudulent proceedings, but without success hitherto; and from the opinions on the subject given by the Legal Remembrancer, it seems improbable that such prosecutions will very often be successful.

Respectively dated 15th October 1858, and 13th December following.

"The Inspectors are however on the watch for any such cases which may be susceptible of being prosecuted to conviction."

69. In reply, the Secretary to the Government of Bengal communicated the following orders:—

SIR,

"I AM directed to acknowledge the receipt of your letter No. 2552, dated the 7th ultimo, and of its enclosures, reporting the petty frauds which have occasionally been committed in connection with Grants-in-aid, and the measures which have been adopted to check such frauds.

"The Lieutenant Governor observes that the state of society which allows persons in comparatively affluent circumstances notoriously to commit such petty frauds and falsehoods, as are described in this correspondence without fear of such loss of character in their neighbourhood as would be dear at many times the same price, is much to be deplored. But no change in the Grant-in-aid Rules could remedy this national defect or its consequences. This, however, the Lieutenant Governor agrees with you in thinking to be no reason for putting a general stop to the Grant-in-aid system; nor indeed is it a reason against any one educational system whatever, whilst it is a strong reason for some such system or other.

"It will be proper to make it publicly known that Grants-in-aid will be stopped or suspended in all cases where there is any reasonable suspicion of the existence of such mean and disgraceful practices, as are now shown, in some cases, to exist. The Lieutenant Governor is happy to see that the present correspondence affords ground for believing that such practices are very far from universal. It is to careful daily administration rather than to endless changes of system that he looks for gradual improvement, and the several Inspectors whose Reports are before him seem fully alive to this necessity, and will, no doubt, exert themselves successfully to check the evil.

"It may safely be assumed that where the people are really anxious for an aided School, they will, in some way or other, so contrive, if the Educational Department insists upon honesty, that no local Managers shall deprive them of what they want. The practice of petty frauds which must have such an effect, will cease to be compatible with local respectability.

"The Lieutenant Governor is surprised at the doubt felt by the Legal Remembrancer, of frauds of the nature in question being punishable, if proved; and he thinks that this doubt should be immediately cleared up. The Legal Remembrancer alludes to the English Common Law, which, as that Law is not in force in the Mofussil, has nothing to do one way or the other with the question in doubt. But he does not allude to the only Law applicable to that question, namely the Mahomedan Criminal Law. An A, B. case should be laid by you before a Mahomedan Law Officer, for his futwah; and if, as the Lieutenant Governor anticipates, his futwah is to the effect that the obtaining of money from Government in the manner and for the purpose described, upon a false pretence, is punishable by Mahomedan Law, the first case that can be proved should be brought formally into a Magistrate's Court."

70. A case was accordingly prepared and submitted to the chief Professor of Mahomedan Law in the Mudressa, who returned a *futwah* by which it is declared that a fraudulent disposition of these trust funds is a penal offence cognizable in the Criminal Courts.

71. In consequence of this opinion, His Honor has directed that every case of fraud committed in connection

with Government Grants-in-aid shall be prosecuted before the Magistrate of the District.

72. I am happy to report that since the issue of this order, no instance has occurred to call for the intervention of the law.

Re-distribution of grants.

73. His Honor is aware that in 1857, Rupees 10,000 per mensem was fixed as the maximum amount to be expended in aid of private Schools. Out of this sum 381 Schools had received assignments, in grants of various amounts, aggregating Rupees 9,210-14-8 per mensem, when on 31st August 1858, the order was received by which all increase of expenditure for educational purposes was peremptorily prohibited.

74. The Government of India decided that this order must be held to apply to any portion of the sum originally sanctioned for Grants-in-aid, which had either not been allotted, or having been allotted had subsequently been resumed. All further grants were consequently at once arrested. Moreover, this decision was interpreted by the late Lieutenant Governor equally to preclude a re-distribution of existing expenditure, so that, with the gradual falling in of these grants, a matter of frequent occurrence from deaths, disagreements amongst the Managers and other causes,—the whole sum available for educational purposes under this head was constantly contracting and was threatened with total extinction.

75. The stoppage of further grants caused great dissatisfaction to a large number of applicants and strong representations were made to this office, urging that Government should be solicited to modify the order at least so far as to permit the re-distribution, where desirable, of existing grants, and the re-allotment of those that lapsed.

76. Feeling that the whole system of Grants-in aid was threatened with total derangement, Captain Lees, the officiating

Director of Public Instruction, addressed the following letter to Government in August of last year.

SIR,

"I HAVE the honor to transmit copies of correspondence regarding Grants-in-aid, and I would request the favor of your laying it before the Hon'ble the Lieutenant Governor, with my earnest solicitation that he will reconsider the question whether the Orders of the Supreme Government, dated the 22nd September last, are opposed to the transfer of a Grant-in-aid from one School to another or not, or to the appropriation in aid of new Schools, of grants lapsed subsequently to the receipt of the Despatch of the Hon'ble Court, No. 36, of the 22nd June 1858, para. 38.

Extract of Courts Despatch No. 86, dated 22nd June 1858.
Letter No. 2138, dated 22nd September 1858, from the Government of India to the Government of Bengal.
This office letter No. 536, dated 25th February 1859 to Govt
Reply No. 118, dated 8th March 1859.

"I make this solicitation for several reasons. Firstly after the most careful perusal of both the late Hon'ble Court's Despatch and the Orders of the Government of India above alluded to, it does not appear to me that there is any ground for the conclusion at which His Honor the late Lieutenant Governor arrived. The words of the Despatch are 'increase of expenditure, and the Government of India repeat these words adding 'above that actually *now* incurred.' I am of course unaware what further data, if any, the late Lieutenant Governor had to guide him in coming to the decision conveyed to Mr. Young in your predecessor's letter No. 118, dated 8th March last, but the question is one of such paramount importance to this Department, that I trust the present Lieutenant Governor will hold me excused for re-opening it.

"Secondly, as the natural consequence of a new measure, the grants in many parts of the country require re-distribution. When the system was first introduced it was received with distrust by many; and some of the old and cautious native gentlemen who were best calculated to ensure the success of the measure, held back to see how the system would work before applying for grants Many were thus given on the application of younger men and persons less likely to secure the confidence of the people. Some of these Schools are languishing, and the term for which the grant was guaranteed to others will shortly expire. It would be quite possible with the aid of grants, to set up, in room of them, efficient and good

Schools, under different management, or in neighbouring and more populous localities ; but though I have full power to cancel the old grants, I have no power to transfer them or give new ones.

" In addition to this, such a rule gives rise to very great trouble, inconvenience and extra labor in this Department. I am naturally anxious, and the Department generally is anxious, for the good of people, but instances occur where, under present circumstances, we find it a matter of difficulty to reconcile this desire with our duty to the State. Quarrels and broils between native Managers are most frequent, and sometimes so violent as to render it difficult, if not impossible, for them satisfactorily to carry on the management of the School. Under such circumstances the proper course would be to cancel the grant, and if the same or another and equal grant could be given to other Managers, no inconvenience whatever would result. But now if such a course be adopted, the sins of the management must be visited on the innocent children, which is hard for them to bear, and, of course, detrimental to the cause of education. Even in cases of falsification of accounts or proven fraud against the Managers, when I should feel it imperative on me to withdraw a grant, and if possible, prosecute the delinquents, it appears to me unjust that the children should be made to suffer ; yet, such must be the case, whenever a good school is abolished and none other established in its room.

" Thirdly, as there appears no present prospect of the withdrawal of the restriction upon increase of expenditure, it is desirable and necessary that this Department should know accurately the means at its diposal, or in other words its financial position, and at once endeavour to make the best and most economic distributions of its resources, so as to ensure the greatest possible amount of benefit to the people.'

" The Government of India in Mr. Secretary Beadon's letter No. 1485, dated 31st July 1857, sanction a monthly expenditure of Rupees 10,000 on account of Grants-in-aid. When the Court's Despatch alluded to was received, of this sum, Rupees 8,240-4-8 were taken up and to retain the whole of this amount, I respectfully enter a claim on behalf of this Department.

" Under Orders of the Supreme Government, dated 22nd September 1858, the then unallotted portion of the Rupees 10,000 or Rupees 1,759-11-4 cannot be made use of, but since receipt of the Court's Despatch, from various causes, in addition to this sum, grants to the amount of Rupees 790-2 per mensem have lapsed to Government, and, it will be

clear to His Honor, that if the Orders restricting expenditure only remain in force long enough, the entire sum granted for the support of education by means of Grants-in-aid may be eventually absorbed into the Government purse, and at present, this Department has no other means independent of the Government Schools for carrying on its operations.

"I have only to add, that should His Honor coincide with me in opinion that the Orders of the Government of India, dated the 22nd of September, are not opposed to the transfer of a grant from one School to another, or to the appropraition of a grant lapsed subsequently to the receipt of the late Court's Despatch to the aid of a new School, I trust that he will do me the favor to define clearly the nature of the Schools which it is desired to encourage by means of Grants-in-aid. The subject is referred to in the Education Despatch of Lord Stanley, No. 4 of the 9th April last, and embraced in the Resolution of the Government of India thereon; but as it is treated indirectly, I should prefer more definite instructions. The nature of the Schools now receiving aid from Government are as follows:—English, Anglo Vernacular, and Vernacular.

* Paragraphs 46, 54 and 55.

I have &c.,
(Signed,) W. N. LEES,
Officiating Director of Public Instruction.

77. The Lieutenant Governor was pleased to intimate his concurrence in these recommendations, and they were submitted for the favorable consideration of His Excellency, the Governor General in Council.

78. The same considerations had, somewhat earlier, led the Government of Bombay to refer this question for the decision of Her Majesty's Secretary of State for India. On this reference the Home Government replied as follows:—

"With regard to the grounds on which you withdrew the sanction which you had previously given to the transfer (under cartain circumstances) of Schools from one locality to another, I have to remark that, in prohibiting an increase of expenditure on education, the Court of Directors did not desire that the aggregate expenditure of the Department should be diminished. In any case therefore, where it may seem desirable to discontinue, either wholly or in part, the payment made by

Government towards the support of Schools, it will be competent for you either to transfer the amount to a School in another locality or to allow it to merge in the general sum available for the purposes of education throughout the Presidency."

79. In a subsequent Despatch to the Supreme Government, dated February 8th 1860, and forwarded to this Office on the 25th April last, the Secretary of State directs that "it should be explained to the government of Bengal, if it has not already been done, that it will be at liberty to re-distribute in new grants any sum which has lapsed, or which may lapse in consequence of the discontinuance or reduction of grants to particular Schools."

80. It has been already stated that the total amount of the assignment sanctioned by Government, up to the date of the order prohibiting further expenditure, was Rupees 9,210-14-8. This amount had, at the close of the official year on the 30th April last, been reduced by the lapse of numerous grants to Rupees 7,159-12, distributed in various amounts amongst 261 Schools.

81. The sum available therefore at that date for re-distribution under the above orders was Rupees 2,051-2-8 per mensem.

82. Applications for grants are now coming in rapidly. 16 have already been received, aggregating Rupees 508 per mensem and 5 of these aggregating Rupees 189 per mensem have been sanctioned by Government.

It is probable that no other difficulty will be found in appropriating the whole sum available, than such as may arise from the necessity of making a careful selection from the numerous applications which the Inspectors anticipate.

Girls' Schools.

83. In the Girls' Schools connected with this Department no satisfactory progress is apparent. Two aided Schools in South Bengal and one in East Bengal have been abolished during the year. From the Report

of Mr. Lodge, it seems doubtful whether the two former had at any time, a substantial existence. The latter had declined in numbers to less than 12, and was altogether in so languishing a state, that the Inspector felt it his duty to recommend that the assignment made to it should be annulled. Eight Schools are still in operation, with an average attendance of 199 Girls, but their condition, as reported to this Office, does not lead me to regard our efforts, in behalf of female education, through the medium of Schools as likely to be attended with any great success. It is right to state however, that Mr. Woodrow reports more favorably of two or three private Schools in his Division founded and maintained by educated native gentlemen, alumni of our Schools and Colleges.

84. The interest evinced by these gentlemen in the great cause of the elevation and enlightenment of their country-women, is a hopeful sign of the real good effected by our educational system, and I am far from wishing to discourage these and similar undertakings ; but in a country where Girls marry at 4 years of age, exchange their father's home for their husband's at 8, and are mothers at 12, it is not from *Schools* that any great success in this direction can be anticipated. Those that at present exist are nothing better than infant Schools of an inferior class. They may, no doubt, be improved, but the girls will still leave them as infants.

85. To yield fruits of lasting value female education must be brought within the penetralia of home. It has already gained entrance there, and we have reasonable grounds for hope, that it is steadily though slowly progressing. On this subject, I quote the following remarks from Mr. Woodrow's Report :

" From the exertions that are being made by many students of the Presidency College to educate their wives and sisters at home, and by statements which have been made by well-informed gentlemen at the College Debating Society, I believe, that female instruction is steadily advanc-

ing. It takes the form of Zenana teaching. It is impossible to obtain statistics of this mode of education, but I am certain that it is spreading."

Direct efforts on our part to hurry on this movement might be liable to serious misconstruction and would probably fail; but the impulse has been given, and we may be content to trust to time, the greatest of all reformers, to consummate the work.

86. I may here mention in continuation of what was stated in last year's Report, that the Orders of the Home Government have been received on the reference made by the Government of India, recommending "that a grant not exceeding Rs. 1,000 per mensem should be made for the establishment of Female Schools in Hooghly, Burdwan, and the 24-Pergunnahs,—a portion to be expended in assisting such Schools as were established by Pundit Eshwarchunder Surma, and a portion in a few Model Schools to be supported by the Government."

It has been intimated that "Her Majesty's Government cannot entertain the proposal during the existing financial pressure, and that its consideration must be reserved for a future occasion."

Summary.

87. It will be convenient if I here bring into one view the total number of students receiving instruction in the Colleges and Schools of all classes open to the inspection of the Officers of this Department at the close of the last official year.

This is done in the following Table:

April 30th 1860.	Number of Schools.		Number of Students.	
Government Institutions.				
Colleges (General & Professional),	9		1,093	
English Schools, ...	45		6,701	
Anglo Vernacular Schools, ...	9		349	
Vernacular Schools, ...	223		10,450	
		286		18,593
Aided Schools.				
English, ...	20		2,328	
Anglo Vernacular, ...	74		6,512	
Vernacular, ...	263		10,563	
Girls' Schools, ...	8		199	
		365		19,402
Indigenous Vernacular Schools under improvement in East Bengal, ...	197	197	8,707	8,707
		848		46,702

88. It is doubtless within the knowledge of his Honor the Lieutenant Governor, that a set of Rules were drawn up two years ago, with the sanction of his predecessor relating to the examination of the Officers of the Education Department in the Vernacular languages. These Rules were circulated in the Department and are printed in the Report for 1857-8.

Vernacular examination of Educational Officers.

* Appendix B, p. 23.

89. With reference to this subject, the Home Government have lately issued stringent orders, requiring that all Educational Officers should be forthwith called upon to furnish proofs of their acquaintance with the Vernacular language of the Districts in which they are employed. The following Extract from a Despatch of Her Majesty's Secretary of State for India, dated 22nd December 1859, was forwarded to this Office on 1st March last.

"It should henceforth be made imperative upon all Europeans appointed to the Educational Department, to pass within a given period, an

Examination which shall prove that they possess a sufficient colloquial knowledge of the Vernacular language of the District in which they are employed, failing which, their services should be dispensed with. All persons now employed in the Department should be required to satisfy the Director of Public Instruction within a given period that they possess such a knowledge. The pecuniary rewards should only be given for highly distinguished acquirements in the native languages. Ordinary colloquial acquaintance with them is indispensably necessary to the efficient performance of their duties by those who are employed in the Department of Education, and must be insisted upon by Government."

90. The Director was accordingly requested to report "how many of the European Officers attached to the Education Department had, up to that date, not passed the prescribed examination, and what period should, in his opinion be allowed for passing it in each case."

91. The Report submitted to Government in compliance with these instructions, shewed that 14 of the Officers of the Department were not then qualified to the extent contemplated in the Secretary of State's Despatch. Various periods were allowed to these gentlemen to enable them to prepare for examination, and several of them have since furnished the prescribed certificates.

92. In conclusion, I beg again to express my regret at the imperfect information on which this Report is founded.

I shall make it my endeavour in future to procure the statistics of Education in these Provinces within a shorter interval after the expiration of the official year, in order that the results of our Educational efforts may be laid before His Honor at an earlier date and with greater completeness.

I have, &c.,

W. S. ATKINSON,

Director of Public Instruction.

No. 864.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION,

TO

J. D. GORDON, ESQ.,

Junior Secretary to the Govt. of Bengal.

5th April 1861.

SIR,

As directed in Circular No. 167, dated 15th of February 1860, I have the honor to forward herewith a printed copy of the Educational Report for the year 1859-60, and to request the sanction of Government to my publishing the same.

I have, &c.,

W. S. ATKINSON,

Director Public Instruction.

No. 128.

FROM

J. D. GORDON, ESQ.,

Junior Secretary to the Govt. of Bengal,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,

LOWER PROVINCES,

LIEUTENANT-GOVERNOR'S CAMP,

Parisnath, the 1st May 1861.

Education.

SIR,

I am directed to acknowledge the receipt of your letter, No. 864, dated the 5th ultimo, and in reply, to convey to you the authority of the Lieutenant-Governor for the publication of the Education Report for the year 1859-60.

I have the honor to be,

SIR,

Your most obedient Servant,

J. D. GORDON,

Junior Secretary to the Govt. of Bengal.

Appendix A.

Reports of the Inspectors of Schools and Principals of Colleges.

FROM

THE INSPECTOR OF SCHOOLS,

EAST BENGAL.

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

FORT WILLIAM, 25*th June* 1860.

SIR,

IN accordance with the directions contained in the Circular from your Office, No. 970, dated 12th May 1860, I have the honor to submit my Report of the state of Education in East Bengal, during the year ending the 30th April 1860.

The division of East Bengal is bounded on the West by the river Hooghly, on the South by the Sunderbunds and the Sea, on the East by the river Nâf and the British frontier, and on the North by Zillahs attached to the educational divisions of North East Bengal and of South Bengal. It contains, exclusive of the Sunderbunds, an area of 25,692 square miles, and a population of 6,800,676, which gives an average of 264 people to each square mile. As a guide to realize these numbers, I may mention that my division is a little less

in area and a little greater in population than Ireland; for by the census of 1851, Ireland was stated to have an area of 28,881 square miles and a population of 6,515,794.

East Bengal comprises ten Zillahs or counties which, reckoning from west to east, lie in the following order: the 24-Pergunnahs (including Calcutta), Baraset, Jessore, Pubna, Furreedpore, Burrisal, Dacca, Tipperah, Noakhali and Chittagong. The largest of these Zillahs, if the unknown mountain tracts in Chittagong be omitted, is Burrisal, containing 3,794 square miles and a population of 733,800. Jessore and Chittagong are nearly equal in area to Burrisal. Baraset is the smallest of the ten Zillahs, containing only 1,424 square miles and a population of 522,000. Burrisal is as large as Norfolk, Suffolk and Cambridgeshire put together, and Baraset is about the size of Suffolk. The length of my district from Calcutta to Tek Nâf, the point at the mouth of the Nâf, is 461 miles by the mail road, or rather mail foot path. The breadth from north to south varies greatly, but from the northern border of Pubna and Dacca, to the line of the Sunderbunds at the south of Jessore and Burrisal, the average distance, measuring directly, is 150 miles. There are no Schools in the wild jungles near Tek Nâf. A School was indeed opened at Cox's Bazar, 45 miles from Tek Nâf by Mr. Kemp, the Deputy Magistrate, but was closed last year on his departure. Cox's Bazar is 74 miles south of the town of Chittagong and 416 miles from Calcutta. The district is interesting as being inhabited by refugee Mughs, who, to the number of 30,000 "rushed to the British frontier" from Arracan in 1798 in order to escape the cruelties of the Burmese. Among these refugees nobly laboured Captain Cox, and their chief town is called by his name. The two extreme points of my district where aided Schools have been at present established are Lukhikantpore to the south-west of Calcutta, and Puteea to

the south-east of Chittagong. The distance by road between these Schools is 396 miles, which is within two miles the distance of Edinburgh from London. Under the most fortunate conjunction of circumstances, and in the most favorable season of the year, a letter might be carried by post from Puteca to Lukhikantpore in seven and a half days. Such speed however is not generally to be expected.

From the high hills near Chittagong may be seen the line of mountains running along the British frontier. These mountains are covered with dense jungle penetrable only by wild beasts and still wilder savages. The Kookies and Khyens are the most intractable and uncivilized races on the face of the earth. They wear no clothes at all, and are unconscious that they are naked. During last January and February, when I was on my tour of inspection in Chittagong and Tipperah, the Kookies made descents upon the plains of these Zillahs. At a place called Kundal, only five miles east of Juggernath Diggy, where the palkies change their bearers on the high road between Calcutta and Chittagong, a fearful atrocity was perpetrated. Kundal is situated in a pretty glen lying between the frontier range and a spur jutting out into the plains. On the morning of the 28th January, as the villagers were preparing for a local festival, they were attacked by Kookies and all murdered. So sudden was the irruption that no suspicion whatever was entertained of the danger. The savages crept along the jungle, divided themselves into small bands for a simultaneous attack on every house, and rushing out from their covert, destroyed in a few minutes the people and the village. The Medical Officer at Tipperah, Dr. Graham, proceeded to the spot in company with the Magistrate, and himself counted 187 dead bodies. He informed me that in many cases the Kookies with their long knives had at one blow sliced off from the head of their victims a

large piece of skull and brain, like a piece of bread from a crusty loaf. On the 14th of February there was a panic at Tipperah, the School was closed, the boys fled to the jungles, and the European Master, with his sons, assisted the Civilians in fortifying a strong house. It was happily a false alarm, and the Kookies did not make their appearance. On the next three days, I examined and inspected the School. With such neighbours as the Kookies it is needless to say that Schools and the arts of peace do not flourish alonng the Eastern frontier.

Schools in East Bengal.

The state of education in East Bengal, exclusive of Calcutta, during the last three years, is shewn in the following Table.

Schools in East Bengal.

	1857—58.		1858—59		1859—60.	
	Schools.	Pupils	Schools.	Pupils.	Schools.	Pupils.
Government College at Dacca, ...	1	41	1	42	1	51
„ Collegiate School Dacca, ..	1	278	1	253	1	267
Government Zillah Schools,	10	1,427	10	1,425	10	1,403
„ Vernacular Schools	5	334	6	351	6	345
„ Normal Vernacular School, ...	1	90	2	186	2	194
„ Model Vernacular School, ...	1	177	2	577	2	415
Grant-in-aid Calcutta Girls' School, English,	1	93	1	100	1	100
„ Native Girls' School Bengali, ...	1	33	3	57	4	78
Grant-in-aid Anglo Vernacular School, ...	38	2,874	35	2,784	33	3,003
Vernacular Schools attached to Anglo Vernacular Schools, ...	4	119	9	339	10	331
Grant-in-aid Vernacular Schools, ...	60	3,896	65	4,174	65	3,936
Indigenous schools under improvement, ...	147	5,988	169	7,588	197	8,707
Total, ...	270	15,350	304	17,882	332	18,830

An examination of this table will shew that since the outbreak of the Mutinies, Education in East Bengal has, in spite of all disadvantages, been slightly progressive. The total number under instruction in schools supported wholly or in part by Government has increased from 15,350 to 18,830, or by 3,480 pupils. We see further that out of this number the pupils learning English as well as the Vernacular have increased from 4,713 to 4,824 or by 111, and those learning the Vernacular language only from 10,637 to 14,006 or by 3,369. The increase is 22 per cent. on the total number of pupils, being 2½ per cent. on those who learn English, and 31½ per cent. on those who learn the Vernacular languages only.

Teachers' Salaries.

The number of persons engaged in the tuition and management of these 332 schools is 667, which gives an average of two Teachers to each school. Their monthly salaries range as follows:—

Rupees 400 and upwards,	3	officers.
—— 100 and less than, 400	28	,,
—— 50 100	28	,,
Under Rupees 50	608	,,
	667	

As a general rule Anglo-Vernacular Schools have a much larger staff than Vernacular Schools.

It is necessary to state that the teachers of the 197 Indigenous schools under improvement are paid entirely by fees, and that Government keeps no account of what they receive. Their monthly remuneration varies from 3 to 20 Rupees, and is paid partly in money and partly in gifts of food and clothes. As the result of much enquiry, I should estimate their average income at about five Rupees a month. This is a much higher valuation than that given by Adam, but

prices are very different now to what they were twenty-five years ago, and the Gurus here mentioned are some of the best of their class.

Standards of study.

The course of study in these 332 Schools varies immensely. A good College and a poor Dame's School form the extremes. In the Dacca College, a course is pursued somewhat higher than that required in the London University for the B. A. degree. Students at the end of their College course are prepared to pass an Examination in five branches of knowledge, *viz.*, two languages, of which English must be one; (2) History; (3) Mathematics; (4) Physical Sciences; (5) Mental and Moral Sciences. The standard prescribed in each of these five branches is high and must be attained. Failure in one cannot be compensated for by excellence in another. As a guide to estimate these standards, I may state that a good knowledge of Goodwin's course of Mathematics, to the end of Mechanics, and an elementary knowledge of Hydrostatics, Optics, and Astronomy would only just pass in the Mathematical branch the Candidate for the B. A. degree.

The Zillah Schools prepare their Pupils for admission to the University. The University Entrance Examination consists of three branches, *viz* (1) translation and exercises in two languages, of which English must be one; (2) History of India (Murray), Brief Survey of History (Marshman), and Geography; (3) Arithmetic, Algebra as far as Simple Equations, and Euclid, three books with easy deductions. This examination is of equal difficulty with the non-gremial examinations of Oxford and Cambridge.

Classification of Zillah Schools.

Zillah Schools which come up to this standard, and whose studies are well graduated from the lowest to the highest classes, and which in other respects are well managed, are

termed excellent. The classification from the grade of excellent descends by the successive steps of good, fair, moderate, indifferent and bad. This is the classification observed by the Lords of the Council on Education in England, and being practically very convenient has been adopted by me in my division. All the Schools in East Bengal are now arranged under some one or other of these six grades. The classification exhibits the opinion formed on each School after examination by the Inspector and Deputy Inspectors, and the mention of the grade of each school will enable the local managers and the Director of Public Instruction to estimate the rank the school holds among similar institutions. A summary of the classification list is given below, and the list itself is appended to this report.

Aided Anglo-Vernacular Schools are graduated by the scale applied to Zillah Schools.

Standards of study and classification of Vernacular Schools.

The Vernacular courses of study during the year 1860, for the Normal Schools, and for the Aided and the Indigenous Schools will enable the public to estimate the standard attained by these institutions. Many Vernacular Schools attempt too much, and suffer in consequence, for the classification is not intended to shew the progress of three or four boys at the top of the School, but the general state of all the classes. As regards female intruction the worst Aided School for boys is in the standard of attainments equal to the best Vernacular School for girls.

NORMAL SCHOOL COURSE.

Third Year's Class.

Literature.—Jebana Charita by Bidyasagur. Kadambari by Tarasunkar. Kusumaboli, Part II, by Mohendronath Roy. Discourse on the Sanscrit Language and Literature, by Ishwarchunder Bidyasagur.

Composition.

Sanscrit.—Rijupath, Parts II and III.

History.—Summary of History, the whole. Summary of Ancient History, the whole. History of England, Outlines by Lectures.

Geography.—Use of the Globes

Revision of former Studies.

Mathematics.—Revision of Arithmetic, Algebra, as far as end of Quadratic Equations. Geometry, 1, 2, 3, 4, 6 Books of Euclid with deductions. Revision of Mensuration and of Surveying.

Natural Philosophy.—Problems on the Mechanical powers and laws of motion, specific gravity.

Astronomy.—Description of the Stars (published by the Sanscrit Press).

Art of Teaching.—Lectures and Practice in the School.

SECOND YEAR'S CLASS.

Literature.—Charupath, Part III, by Ockhoy Koomar Dutt Bahyabastu, Parts I and II, by Ockhoy Koomar Dutt. Kusumaboli I, by Mohendro Nath Roy.

Composition.

Sanscrit.—Rijupath, Part I, and 44 pages of Part II.

History.—Tarini Churn's India. Summary of History—First two Parts.

Geography.—Rajendralal's Physical Geography, the whole. Geography by Kalidas Moitra, and the Geography required to illustrate the History read during the year.

Mathematics.—Revision of the higher parts of Arithmetic with the rationale of the rules. Algebra as far as fractions. Geometry, Euclid, Books 1, 2 and 3. Mensuration of Solids and revision of Practical Surveying.

Natural Philosophy.—The first Volume of Bhoodeb Mookerjee's book with the notes.

Art of Teaching.—Bhodeb's Siksha Bidhayaka and lectures and practice in the school.

Description of Plants by Revd. J. Long.

FIRST YEAR'S CLASS.

Literature.—Sakuntola, by Bidyasagar, Nitibodh, by Raj Kristo Bannerjee and Bidyasagar. Telemachus by Raj Kristo Bannerjee.

Grammar.—Upocromonica.

Composition.

Sanscrit.—Rijupath, Part I, (15 Tales.)

History.—History of Bengal, Parts I and II, and Tarini Churn's History of India to the end of the reign of Akbar.

Geography.—Tarini Churn's Geography, the whole. Rajendra Lal Mittra's Physical Geography, from Chapter VIII to the end. The Geography of the parts of the History read during the year. Map drawing.

Mathematics.—Arithmetic, the whole. Mental Arithmetic. 1st book of Euclid with deductions. Mensuration of plane surfaces. Mahajani and Zemindari accounts.

Natural Philosophy.—The laws of motion without the notes (from Bhodeb Mookerjee's book).

Lessons on Objects.—Bastubichar.

Art of Teaching.—Lectures on the Pestalozzian system and practice in the school.

VERNACULAR SCHOOL COURSE

HIGHEST CLASS.

Literature.—Birataparba (Mahabharata, Book III,) by Pundit Harinath Sarma. Charupath, Part II. Life of Alexander the Great, by Ramnarayan Bidyaratna.

Composition.—Descriptions of Objects and of Historical Characters and Facts.

Dictation.

Grammar.—Contractions, Gender, Cases, Verbs, and Combinations, from the Grammar, by Syamachurn. Roots from the Dhatumala, by the Revd. J. Long. Teachers are to use as a Text Book for roots and affixes the Dhatubibeka, by the Revd. W. Bomwetch.

Mathematics.—Arithmetic including Decimals, Square and Cube Roots, Compound Interest and Mensuration. Geometry, Book I, of Euclid, with Deductions, by Bhudeb Mookerjee. Mental Arithmetic

General Knowledge.—From Notes of Object Lessons, by Ramagati Nyayaratna.

Natural Philosophy.—By Bhudeb Mookerjee, page 136, *i. e.*, to the end of the laws of motion.

Human Physiology.—By Kalidas Moitra.

History.—History of Bengal, by Ramagati Nyayaratna and by Ishwar Chundra Bidyasagar. History of India, Part II, by Nilmani Basak .

Geography.—By Tarinee Charan, Parts I and II, Map drawing. (A particular knowledge of the countries and places read in History is required.)

Physical Geography.—By Rajendralal Mittra, from Chapter VIII to the end.

On account of the general inability of the present class of Pundit Teachers to give instruction about the Mechanism of the Human Body, I was obliged to strike out from the course the little Sketch on Human Physiology, by Kalidas Moitra.

The vernacular course was prescribed for the highest class of the best Vernacular Schools. The 27 Schools classified as Excellent or Good, are expected to pass in it satisfactorily.

The Vernacular Schools classified as Fair are 40 in number. The pupils of their highest classes use Charupath No. II and Nitibodh as Readers. They study in Arithmetic, Proportion, and vulgar Fractions; in History, the British period in Bengal; and in Geography, Asia, with special attention to India. They practise Map Drawing, and of course are exercised in Spelling and Writing at dictation.

Classification of the Government and Aided Institutions in East Bengal.

Government and Aided Institutions.	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Bad.	Unclassified.	Total.
Dacca College, ...	1	.....	.....	.....	.....	.....	.....	1
Dacca Collegiate School, ...	1	.....	.....	.....	.....	.....	.....	1
Government Zillah Schools, ...	4	5	1	.....	.....	.....	.....	10
Government Normal Schools,...	.....	1	.....	1	.....	.....	.....	2
Government Model Schools, ...	1	1	.....	.....	.....	.....	.....	2
Government Vernacular Schools, ...	.....	3	1	.....	2	.....	.....	6
Calcutta Girls' School, Aided, ...	.....	.....	1	.....	.....	.....	.....	1
Native Female Schools, Aided, ...	.....	.....	.....	.....	2	2	.....	4
Anglo-Vernacular Schools, Aided, ...	1	6	7	15	1	3	.....	33
Attached Schools, ...	.....	.....	2	5	2	1	.....	10
Vernacular Schools, Aided, ...	2	8	13	21	16	5	.....	65
Indigenous Schools,...	.....	12	24	72	58	31	.....	197
Total, ...	10	36	49	114	81	42	.....	332

As it is very desirable to compare the standard of our Vernacular Schools with that of the Elementary Schools in Great Britain, I beg to invite your attention to the following suggestive passage in the Report of the Reverend W. H. Brookfield, H. M.'s Inspector of Church of England Schools in Kent, Surrey, and Sussex. (See page 78 of the Report of the Committee of Council on Education, for 1859-60.)

"The favorable figures would have been not inconsiderably larger, had I not thought it expedient, for my own part, this year, somewhat to raise my standard of a fair and tolerably efficient school. This has brought down about thirty into the inferior class, which last year I should have placed a step higher.

"I should, in ordinary circumstances and places, count that school 'fair' in which three-fourths of the first class—(the first class is usually about one-fifth of the whole school)—could read such a book as Robinson Crusoe with sufficient fluency and distinctness for me to follow them without a book;—they should work a plain sum in compound multiplication accurately; they should write a few lines legibly, and with pretty fair spelling, either from memory or of their own composition, about a domestic animal, or a ship, or a railroad; they should know that the world is a globe, with continents and oceans on it, and that Australia is on the other side from us; they should be able to guess, pretty nearly, the height of the table, the width of the school, or the distance of the church. Something they should know of the topography of their own country, of its rivers and railroads, with the proximate position of a few other countries, and the names of their capitals as well as those of the more conspicuous European kingdoms. They should be able to distinguish between animal, vegetable, and mineral substances; and to name some of the productions in these kingdoms of their own neighbourhood. They should repeat accurately the tables of measure and be able to show, by illustration, that they realize the different dimensions specified;—as, for instance, that there were about so many weeks since such an occurrence; so many yards to such a spot; so much weight in such an object; so much capacity in such a vessel. It would be desirable that they should be able to apply the appropriate name to every object that they ordinarily see, and the adjectives and verbs that express its most obvious qualities and functions. I should be

content, at present, with a very scanty knowledge of history, and with one still more scanty of the rules of grammar. The custom of speech,* as acquired by the ordinary intercourse of life, is grammar enough for them. I should require an acquaintance, general, though not succinct, with the life, actions, and precepts of our Saviour, with a tolerably practical interpretation of the Ten Commandments. More than this I should not exact, simply because it would usually be in vain to exact it. With this prescription for a first class, it is easy to imagine what gradations of attainment might reasonably be expected from the four or five below—ending with learners of the alphabet. Such is, I hope, an intelligible standard of what, together with cleanliness, good order, and competent mechanical arrangements, (and in girls' schools, good needle work,) would entitle an elementary school to be classed as 'fair;' and where I really and unequivocally found all these qualities combined I should even pronounce the more indulgent verdict 'good'; whilst a marked defect, or scanty, slipshod, or precarious proficiency in most of them would depress the estimate to 'inferior.'* I am aware that such minute particulars as I have enumerated will appear to some exacting, to others puerile, and to many trivial and absurd; because I am aware that, however desirable it may be to adopt some approach to a uniformity of standard, no such uniformity at present exists. But it was requisite that I should give some general impression of the degree of attainment indicated by the terms, good, fair, and inferior, in the above Tables, in order to make the Tables themselves of any practical significance."

I would observe in passing that Mr. Brookfield was one of the First Inspectors of Schools in England. When therefore he says that no uniformity of estimating the standard of Schools exists at present among H. M.'s Inspectors, his testimony is conclusive for the state of things at home. Bengal therefore is not the only place amenable to the charge that "a different system prevails under each Inspector."

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* I do not find the term "inferior" in the classification prescribed by the Council.
H. W

Zillah Schools.

I have forwarded to you the annual reports of the ten Zillah Schools in my division; they give all the information that is required. There has been so little change to be reported about these schools, that I find a difficulty in saying any thing fresh concerning them; they still maintain a high reputation and are in general well managed. Masterships in these schools were once the most honorable and desirable offices under Government, but the recent wide extension of better paid appointments, with more rapid promotion, as Deputy Magistrates, Deputy Collectors, Railway Clerks, Contractors, Sub-Assistants in the Medical and Public Works Department, &c., has diminished the attractiveness of situations in the educational service. The excessive rise in the price of provisions and wages has also so increased the cost of boarding and lodging, that a Master is obliged to diminish his remittances to his family, although their wants have now become greater. I am of opinion that an increase of the salaries of all educational appointments of Rs. 50 and under, is an act of only simple justice to a most deserving class of men.

Russapuglah Boarding School for the Mysore Family.

The report of this School consists almost entirely of the opinion of the Examiners. The classes were examined by Mr. Thurlow in Geometry, Algebra and Arithmetic; by Mr. Clerk in Reading, Spelling, Grammar, Translation, Geography and History; by Baboo Ram Chunder Mitter in Bengali; and by Prince Mahomed Jellaloodeen in Persian. Few Schools have the advantages that Russapuglah has enjoyed of being examined by men well able from professional training and experience to give an authoritative opinion on the state of the several classes. The Examiners are unanimous in their award of praise. Such testimony must

be most gratifying to the Head Master and to the Mysore Family. A short remark in the Report deserves a special notice. Mr. Clerk says "One little thing, which is decisive of the excellence of the discipline and training, struck me in all the classes. The boys did not answer at random. If my question was not understood, I was asked to repeat it in a manner at once pleasing and respectful."

Statistics of the Zillah Schools in East Bengal.

Name of Institution.	When established.	Number on the roll	Average attendance	Assignment from Government.			Actual cost to Government.			Total cost of the School.			Cost to Government monthly of each boy in attendance.		
Russapuglah, ..	1838	104	61	15501	0	0	13392	0	9	14041	0	9	21	7	5
Barrackpore, ..	1837	83	93	960	0	0	960	0	0	2158	7	0	0	13	9
Baraset, ...	1845	183	140	8000	0	0	2438	1	9	4516	10	9	1	7	3
Jessore,.....	1838	190	127	4000	0	0	2979	12	2	5246	15	8	1	15	3
Puhna,..	1853	100	74	3000	0	0	2216	8	8	3347	3	8	2	7	11
Burrisaul,.....	1853	245	167	3000	0	0	1709	0	10	4832	9	8	0	13	8
Furreedpore, ..	1850	97	79	3000	0	0	3003	5	6	4142	15	8	3	2	8
Noahkholly	1853	63	52	3000	0	0	2955	7	6	3807	1	6	4	11	9
Tipperah, ...	1837	134	118	4000	0	0	2800	9	1	4620	5	1	1	15	8
Chittagong, ...	1836	204	111	4000	0	0	3664	4	7	5885	9	10	2	12	0
Total,..	..	1403	1022	43461	0	0	86119	2	10	52598	15	2	....	.	..

Present state of Vernacular education among the masses.

The state of Vernacular education, when uninfluenced by the supervision of Government or of Missionaries, is still the same as in 1835, when Mr. Adam made his first report upon the subject. It had remained the same during many centuries before. At page 10 of his first report, Mr. Adam describes the course of instruction in an indigenous school, and the same words are still applicable. The boys in Bengal still begin their writing at 5 or 6 years of age. They learn

to trace on the ground with a short stick the first five letters of the Bengali Alphabet, and on doing these properly, they are promoted to the use of palm leaves. Each strip of leaf is about three feet long and two inches wide. Twenty of the strips are purchased for a pice (about a farthing and a quarter.) Beginners only write one line on each strip in letters an inch long. More advanced children write two lines in letters half an inch long. After the use of palm leaves for about a year and a half, the boy is promoted to the use of the plantain leaf. Plantain leaves are used for sums which are commenced after one or two years drilling in the multiplication tables. Mr. Adam mentions sand trays as being used in writing for beginners. I never met with such trays in Bengal, though I have seen them in the Upper Provinces. In Bengal, sand trays, maps, forms, chairs, tables, desks, globes, galleries, and all the apparatus of a school are unknown. The boys squat on the ground usually in two lines without much order, and the Guru sits on his heels on a low stool or a plank two feet square; frequently he has only a small mat. The richer boys bring to school every day their own mats tucked under their arm. The poor boys have no mats. All the children bring their own pens, inkstands, and palm leaves. They make their own ink at home of rice water and charcoal or charred wood. A piece of cotton cloth is put inside the inkstand to hold the liquid like a sponge. The bamboo-pen being pressed on the cloth, takes up a little ink scarcely enough to complete two letters. The incessant replenishing of the pen makes the boys marvellously quick in dipping the pen into the inkstand. The inkstand is placed close to each boy's foot and is perpetually being upset. In the course of two or three hours, little boys get their faces and hands blackened all over with ink. There are no classes. Each boy is taught individually by the Guru; sometimes the help

of two or three of the elder boys is used in teaching the younger boys. At the close of each day, the boys all stand outside the house and sing or shout out the multiplication table. Books are seldom if ever used, and reading is not taught.

The greatest extent of study is to write out an application for an appointment and some lines in praise of Durga or Krishna, to make out a bill, and to keep native accounts.

Mr. Adam was quite correct in saying of unimproved indigenous schools,

"That the education being limited entirely to accounts, tends rather to narrow the mind and confine its attention to sordid gain than to improve the heart and enlarge the understanding. This description applies to all the indigenous elementary schools throughout Bengal."

The school is generally held either in a miserable shed supplied by the Guru himself, or in the Chundee Mundup or temporary idol house of some comparatively wealthy villager. As to discipline there is none, though the punishments inflicted on the boys are said to be severe. I never saw any very severe punishments nor have boys ever complained to me of such.

I extract from "The Life of a young Baboo," a new and very popular book in Bengali, the following sketch of a Guru's school.

"The Guru with legs crossed and cane in hand used to lean against the wall and to say, sleepily nodding his head, "wri-i-ite, boys, wri-i-ite" Motilal (the hero of the tale) rising up at this opportunity used to point a plantain at his teacher's mouth and to dance. The Guru all the while snoring did not know at all what his pupil was about. While his teacher's eyes were closed, Motilal used to write nonsense in his waste book. At sunset when the boys began to say the tables, Motilal in the noise would shout out Hurribol. He used to evade the

work, calling out the last sound of the word (as ings for shillings and ars for dollars). Sometimes when the Guru was asleep, Motilal would push a chip of wood up the Guru's nose, or would throw a lighted coal on his clothes and shoot off like an arrow."

The conclusion of the story is that the Guru being utterly unable to teach Motilal any thing at all, goes to the boy's father and says that Motilal has completed his education and knows perfectly all that is necessary to learn of accounts. The rich old father believes him.

These sketches are exceedingly popular, and acknowledged on the whole to be correct pictures of Bengali life. We thus see what the discipline is of an indigenous school before it is taken in hand by Government. The sleepiness of the Guru is a fact that I have myself often witnessed. My chief wonder is that the boys behave so well as they do, when the teacher is thus slothful and ignorant. I turn now to the state of these indigenous schools after they have been under improvement for some little time. I shall shew their state by short extracts from the reports of my Deputy Inspectors.

The Deputy Inspector of Calcutta writes as follows :—

"The object of establishing these circles is to scatter the blessings "of education among the mass of the population without incurring "a heavy expense. A circle teacher is appointed not for teach- "ing hundreds of boys, but for instructing the higher classes "in those subjects of useful study, of which the Guru is ignorant, "and to direct the Guru in his studies and in training his boys "properly. The Guru has the sole charge of the Patshala, to which "it is intended by these means to impart a higher and better "tone. How far this object has been gained, is to be determined by "an appeal to facts. It has no doubt been gained to a certain extent in "many Patshalas, though not to the extent desired. By the circle "system we have raised to a certain extent the tone of Patshala educa- "tion. Books such as Nitibodh (or knowledge of morals) Charupath & Bodhodoy, Grammar History of Bengal, Geography and Arithmetic

" are now used in many Patshalas. Many boys have learned to draw " excellent maps, too. Some of the Gurus have improved much, and " others are improving. The services of the circle Teacher are now " appreciated in places where he was in the beginning avoided as conta- " gious. In some places where the circle Teacher was not well received " at first, there are now aided Vernacular Schools established with a " view only to secure his services for the whole week; and in many " places the inhabitants are willing to do the same. Thus in several " villages we have awakened in men a desire to give their children a " proper education."

The Deputy Inspector of Dacca says in his report for the half year ending 31st October 1859:—

"There were 35 indigenous schools, numbering 1377 pupils, at work " on the 31st October last. I feel delighted to bring to your notice " the satisfactory conduct of some of the indigenous schools under " improvement. The tabular statement of the marks obtained by the " candidates for vernacular scholarships, which I have submitted to " you, will shew that the two head students belong to the circle schools, " and that many other pupils occupy high positions in the list. The " standard of the highest class of these schools corresponds with " that of the aided vernacular schools. It is felt highly desirable " that the number of circles in my division should be increased."

Other Deputy Inspectors give similar evidence. I have examined more than a dozen indigenous schools at Dacca and have found the highest classes well prepared in the Vernacular Scholarship course. They know the Bengali Grammar better than many passed Candidates at the University Entrance examination. I ought however to state that the circle system has succeeded better in the Bickrampore district of the Dacca Zillah than in any other locality.

Female Schools.

The Deputy Inspectors of Calcutta and the 24-Pergunnahs report hopefully of Girls' Schools. The number of girls in the private school at Muzzelpore is 31. This institution is due to the

benevolent exertions of Baboo Preonath Roy, an ex-student of the Medical College and now a private practitioner at his native village; Baboo Ishur Chunder Chatterjee has a private school at Syedpore attended by 40 girls, of whom the great majority are Brahminees.

In Baraset, Baboo Gopal Chunder Dutt of Nibodhoy has a private school for girls attended by 20 Children, and Baboo Shyamachurn Sircar of Nychatti has a female school containing also 20 girls. At Baraset there is a girls' school, but not under my inspection or control.

In Jessore, there were during the year girls' schools at Rarooli and at Khejura, containing 14 and 10 girls respectively. The school at Rarooli was closed in May. In the city of Dacca there are three female schools. I was greatly dissatisfied at their state. The girls leave as soon as they are married, and they marry when almost infants. Our female schools are attended only by children who in England would attend Infant classes. The Deputy Inspector of Dacca remarks in his report that,—

"It is worthy of your notice that the people are not so much averse to female education as to female schools. Every here and there, girls as well as ladies, daughters as well as wives, of respectable families are heard, although under certain restrictions, to be going on with the elements of the Bengali language."

The Deputy Inspector of Jessore says;—

"There is however one cheering circumstance connected with female education in Jessore. In many circles there are girls who attend the schools along with their brothers or cousins. Indeed, I have found by experience that female education in this shape seems never to be objected to, while education in schools professedly for girls has invariably to contend with some prejudice more or less strong."

The students of the Pogose school, established a girls' school at Bongow, in Dacca. It had been opened only three weeks, when I visited it in March last; of course little progress

was to be seen, but the spirit which animated the promoters was praiseworthy.

From the exertions that are being made by many students of the Presidency College to educate their wives and sisters at home, and by statements which have been made by well informed gentlemen at the College Debating Society, I believe that female instruction is steadily advancing. It takes the form of Zenana teaching. It is impossible to obtain statistics of this mode of education, but I am certain that it is spreading.

NATIVE FEMALE SCHOOLS.

	Pupils.
Aided Female Schools.	
Dacca Bangala bazar Schools, ...	29
„ Lalbag School, ...	17
Khajurah in Jessore, ...	10
Barooli in Jessore, ...	14
Circle Female Schools.	
Syedpore in 24 Pergunnahs, ...	40
Private Female Schools.	
Dacca Bungow School, ...	25
Nibadhoy Baraset, ...	20
Nychatty in Baraset, ...	20
Baraset, ...	10
Muzzilpore in 24 Pergunnahs, ...	31
Girls attending Schools for Boys.	
In 24 Pergunnahs in 13 Schools, ...	52
In Baraset in 7 Schools, ...	16
In Jessore in 4 Schools, ...	8
	292

Vernacular Scholarships.

The Vernacular Scholarships are highly prized. There are now available yearly for each of the seven districts west of the Brahmaputra river, ten scholarships of 4 Rupees each per mensem.

Five of these scholarships are tenable during four years, and five for one year. The former are exceedingly prized since they give admission to the English Zillah Schools, to the Sanscrit College, to the Normal School, and to the Bengali class of the Medical College. Those tenable for one year are not so much desired. They were intended to take the holder through the course of the Normal School, but since the course in these schools has been extended to three years, they have lost much of their usefulness. Some change in the matter is desirable.

Apparatus.

The apparatus now universal in Europe is only just appearing in Vernacular Schools, and I believe never will be used extensively. It is the genius of the Hindoos to obtain great results by apparently inadequate means. No person watches the Dacca weavers, or goldsmiths, or shell workers without astonishment. The loom, from which the most beautiful patterns woven in transparent Muslin are produced, appears to European eyes a ricketty frame of bamboo splints. The silversmith makes a little hole in the ground and quickly metamorphoses a rupee into a beautiful brooch. The shell worker with the aid of a circular saw and a sharp nail, transforms a pretty shell into a set of Bracelets, whose graceful curves and tracery, extort admiration even from English Jewellers. Again the traveller is daily surprised by his cook at feats of success under difficulties. In fact throughout Bengal circumstances can scarcely ever be so unpropitious, but that a good servant will serve up a palatable dinner. He has the French skill in contriving a meal out of most scanty materials, and far more than French skill in the matter of fire and cooking pots. On the Brahmaputra river, I have seen the fishermen light their pipes by rubbing the sharp edge of one piece of bamboo across the fibres of another piece of bam-

boo. A groove is soon made and the heat evolved by friction kindles a spark which falling into a tuft of tow gives them a light. The whole operation does not take a minute. From these and such like indications, I believe that our Schools will produce good results with very imperfect apparatus. Even now in some Schools, a round earthen pot, costing one farthing, serves for a globe; a black board is made of a mat stiffened with bamboo splints and well plastered with cow's dung. The brown surface thus produced answers all the requirements of a black board. If the walls of the School-house are made of mud, and washed as is usual in Hindoo houses with cow's dung, the whole wall serves as a black board and can be renewed every other day. I expect to see the time when these brown surfaces will be universal in Bengali School rooms. The boys who draw maps, make their own ink from charcoal, and their paint from jungle plants. They also glaze the maps by rubbing them with a smooth stone.

The work done by the Deputy Inspectors is exhibited in the following table.

District.	Number of Schools Visited.	Number of miles travelled.	Books Sold.	Price of Books sold		
Calcutta, ...	139	1125¾	.....	.....	...	...
24-Pergunnahs & Buraset,	888	2971	2635	359	10	3
Jessore, ...	126	1347	3536	669	3	6
Pubna, ...	63	1385	1091	273	12	0
Furreedpore, ...	269	2822	2735	630	2	9
Burrisaul. ...	216	2907	520	111	13	3
Dacca ...	227	2633	11600	2566	...	...
Total, ...	1428	15190¾	22057	4600	9	
Average, ...	204	2170	3151	657	3	8

Promoters of Education.

One of the greatest men in East Bengal and the greatest promoter of learning was in April last taken away by death. Ram Rutton Roy of Noral, is now become an historical character. Single-handed some years ago he fought all the European Indigo Planters of Jessore and Pubna, both in the field by armies of lattials, and in the courts by the intricacies of law. He never forfeited his word either for good or for evil. If he promised to protect or to ruin a person, he kept his pledge. He was emphatically a great and strong man, and it will be long ere we shall see his like again. His knowledge of law was profound, and no act was ever passed by the Legislature of sufficient precision to influence his proceedings. At his country residence at Noral two aided schools have been established, the best conducted by far of the aided schools in Jessore. Ram Rutton Roy was an orthodox Hindoo of the most determined class, but he was still a liberal patron of learning and of education. Whatever may have been his conduct in other respects, he deserves well of the educational department. I desire to bring to the notice of Government the liberality of other gentlemen in East Bengal. In the southern part of the 24-Pergunnahs, schools are supported by Baboo Sreenath Bose, the Zemindar of Boroo; by Baboo Rajcoomar Roy Chowdry, the Zemindar of Barripore, and by Baboo Gourepersad Moitra, of Malencho. The latter gentleman, once a writer in a Chemist's shop, is a most orthodox Hindoo. He maintains several institutions (1) an aided Vernacular school in which he pays the schooling fee of every boy, besides giving the usual subscription; (2) a private Anglo-Vernacular school; (3) a Sanscrit School; (4) a Charitable Dispensary, and (5) a public garden and serai. He, moreover, as an orthodox Hindoo, keeps by the road-side troughs full of water from which wearied cows may slake their thirst. He allows no fee or payment to pollute the merits of his good deeds.

In the northern portion of the 24 Pergunnahs, Kower Kally Kissen Roy, of Paikpara, and Baboo Kassinath Roy Chowdry, of Cossipore, support two of the best schools in East Bengal. I would also bring to notice the liberality of Baboo Ishur Chunder Chatterjee, of Syedpore, a Commissariat Contractor. He mainly supports the Anglo-Vernacular school at Syedpore, and the largest female school in my district. Baboo Kali Kishto Dutt and Baboo Gopal Chunder Dutt, who keep a Dispensary in Calcutta, are foremost in every good work at Nibodhoy in Baraset. They are the principal supporters of an English, Sanscrit, and Bengali School, of a female School, and of an adult School at Nibodhoy. The English, Sanscrit and Bengali School contains 88 boys. I consider this school very well arranged, and should be glad to see the classical elements of Sanscrit more widely introduced into other institutions. In the late sickly season, these Baboos opened a Dispensary and distributed medicines gratis. Baboo Raj Kisto Banerjee, an ex-student of the Medical College is the principal supporter of the Anglo-Vernacular School at Kristanaggur. Baboo Modhusoodun Bose, who has a Dispensary in Calcutta is the Secretary of the Government Vernacular school, and of the private Anglo-Vernacular school at Chota Jagoolia. He, too, supports a charitable Dispensary. He is assisted in his patriotic efforts by Baboo Kali Prosunno Biswas. It is remarkable that gentlemen connected with the Medical Profession are the most forward of all classes of the native community in advancing the cause of Education.

In Jessore, I would notice Baboo Bungshidhur Ghose, the resident Zemindar of Katipara; a fine example of a native gentleman who lives on his estate and takes care of his people. He has for six years supported an Anglo-Vernacular School without any assistance from Government.

There are few gentlemen in Bengal for whom I entertain a more sincere respect than for the Zemindar of Katipara.

I would also mention as promoters of education in Jessore, Baboo Hurrish Chunder Roy, of Rarooli; Baboo Ishur Chunder Mittra, the Deputy Magistrate of Khoolnea; and Mr. Stewart, of Nowhatta.

I wish to make especial mention of the rich merchant of Khoomerkhali, Baboo Muthoornath Koondoo, who during many years has supported the excellent Anglo-Vernacular School at Khoomerkhali. Mr. Eddis, of Hizlabut, was a supporter of this school, and his departure for England is a great loss to the cause of education. In Pubna other promoters of education are the Laharee family, the Zemindars of Corukdee, who maintain a good Anglo-Vernacular School, and the Chowdurees of Dhuljana, who are greatly interested in the progress of their school, and have succeeded in establishing one of the best vernacular schools in East Bengal.

In Dacca, the native gentleman most earnest in the cause of education is, Baboo Brojosunder Mittra, a Deputy Collector in the Survey department. He is the patron of all schools that fall under his notice. The Zemindars of Kalipara and of Rowile support flourishing schools. Baboo Ockoykuma Dutt, a first class Deputy Collector at Chittagong, maintains a school at Joinshar, his native place.

The best aided English school in East Bengal is due to the liberality and careful superintendence of N. Pogose, Esquire, of Dacca. He has been fortunate enough to secure the services of an excellent head master, Baboo Kassikant Mookerjee. This school now stands clearly at the head of all the aided institutions in East Bengal.

Public Service Examinations

With a view to give effect to the orders of Government, of the 9th July 1855, and of 3rd September 1858, I held a public service Exa-

mination at Dacca during the first week of March last. Candidates to the number of ninety were sent to the examination* by the Judge, the Collector, and the Magistrate. I was assisted by Mr. Tidd, of the Dacca College, Mr. Aratoon, and Pundit Nakuleshwar Banerjee, of the Normal School, and by Baboo Dinobundhoo Mulick, the Deputy Inspector of Schools. Mr. Lance, the Collector, kindly superintended the examination in Urdu.

Another public service examination was held on Candidates at Khoolnea by the Deputy Inspector of Schools, Pundit Madhub Chunder Turkisiddhanta, at the request of the Deputy Magistrate, Baboo Ishur Chunder Mittra. I am sorry to state that the observance of the order of Government for the employment of educated men in preference to others is practically a dead letter. The Deputy Inspector of Furreedpore says on this point—

"As respects the Notification regarding the employment of educated persons in the Public Service, I beg to say that it became a dead order of the Government on the part of Public Officers in general."

The Deputy Inspector of Dacca says:—

"To our great disappointment the provisions of the Government Notification of the 3rd September 1858, are not at all observed by the authorities of Dacca."

The Deputy Inspector of Burrisal states that—

"The Notifications have become dead letters merely by the tricks of Amlas and the inattention of Mofussil Officers."

I have the honor to be, Sir,

Your obedient Servant,

H. WOODROW, M. A.

Late Fellow of Caius College, Cambridge.

FROM

THE INSPECTOR OF SCHOOLS,

BEHAR DIVISION,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,

Patna, the 23rd August 1860.

SIR,

THE most marked feature of the present session is the unprecedented amount of sickness, fever and ague, during October, November and December in addition to that ordinarily occurring in March and April, and being almost as fatal and as rapid as cholera, it has seriously interfered with the numbers attending our schools. I shall notice some instances of schools particularly affected by this disturbance under their several heads, and proceed to relate such particulars of the English and other schools as are not to be found in the Annual Reports, and append any remarks which seem required.

Patna.—The subscription of Rs. 1,000 paid last year by Syud Lootf Ali Khan as mentioned in my report, has not been realised during the present. Contrary to the impression of some of the members of the Local Committee, the Syud declared his belief had been that after the first year that body would itself collect subscriptions from the citizens. Failing this source of income an attempt was made and contributions were invited, but the sums promised were so inadequate to the purpose and so paltry, considering the rank of the donors, that it was decided by the Director and the Committee, not to receive them, and a reduction of establishment was carried out by reducing the salary attached to the office of 2nd English Teacher from 50 to 40 Rupees, and dispensing with the services of the 2nd Moulvi, for whom other employment was shortly obtained, so that the expenditure has been kept within the income which, since the lapse of the above

subscription, consist only of the Government assignment and 475 Rupees Schooling fees.

The school under the new Head Master Mr. J. F. Thomson has certainly improved, but two years must elapse before any candidates for the University Entrance Examination can come up from it, as the small first class was entirely broken up and the last two boys remaining in it proceeded to Chuprah. Of the total number of students only ¼th are Mussalmans, and there are twice as many Shias as Soonis although the Sooni element is predominant in the population. Five of the Shias are drawn from the richer classes, but they are all connected with one family, so that the complaint of former years as to the little attraction the school has for the upper class of Mahomedans cannot be said to be obviated.

At the Bankipore end of this city traces of the abolished High School still remain and two groups of from 20 to 30 pupils each study a little English under two native teachers. The too well-known failure of the original institution has precluded my recommending the collection of these *disjecta membra* and a renewal of the Government assignment even on a reduced and more economical scale. One of these which I have frequently visited is a heterogeneous mass incapable of reduction into classes under the same teacher, and for the other my intervention has not been sought, and there are reasons why I should not visit it or interfere farther than in obtaining for it the loan of a portion of the furniture of the late High School. The parents of the children here pay 1 Rupee as a fee to the proprietors, although when the Government school existed they clamoured for a reduction to 8 annas.

The Society for the Propagation of the Gospel has lately established a Mission in Patna in the quarter where the High School formerly stood, and the secretary informs me that a *good* English school is to form part of the plan. The Reverend J. J. Varnier appointed missionary to this station, has actually made a commencement, by opening some classes. In January next a European teacher is to come from Calcutta, and on his arrival, or previously, most or

all those now under the inadequate private tuition I have above mentioned will doubtless come in, and all desirous of an English education in this suburb will follow, so that the numbers will probably reach 100 before next May.

Gyah.—The Gyah school has increased in numbers, 20 per cent. during the last session chiefly from the zemindars and shop keepers, but it is yet far behind its ancient prosperity, having only 127 boys in all. As vernacular education prospers in this district, I have reason to hope that the increase may continue from year to year. The committee have realised all the outstanding subscriptions and the aggregate having amounted to 5,012 Rupees the whole of the charges have been defrayed without trenching on the Government assignment. At this station also a mission has been established during the year by the Free Kirk and I understand that an English school is ultimately to be set up. From my experience at Kishnaghur, Berhampore and Bhagulpore, I can confidently anticipate that the Schools will react most favourably on the Government Institutions and indirectly cause to flow into them a large number of Pupils. The foundation of these two Missions is the most hopeful feature in the history of the year, as up to the present time, except at Bhagulpore, there have been no Mission Schools in this Province.*

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* The more Schools multiply and the greater the number of Students in English the greater will be the progressive increase in that number, as English will become more customary or (I might say) fashionable. We too often attribute to downright prejudice that which is rather due to custom or fashion. One half of the money lavished by a man from the middling classes (not to say the rich) on the marriage ceremonies of the family would amply suffice to pay for an English education to every Member of it in our comparatively inexpensive Schools: and whenever, as certainly will be the case no long time hence, education becomes more fashionable than costly marriage processions, English will supplant the *Vernaculars* of half India. There is reason to believe that less money is even now squandered on marriages, although the population as a mass is undoubtedly more wealthy than formerly, and not one per thousand learns English.

The Public Library at this station has been opened with a fair supply of English and Vernacular Books and furniture, but it has little attraction for the Public, as I found it empty on each of the three occasions of my visiting it. There are similar institutions at Chuprah and Bhagulpore, and each is well supplied with newspapers both English and Vernacular. Yet readers are as scant as December flowers. In Behar, certainly, we are far from the attainment of the taste which Sir John Herschell would pray for to stand him instead, however things might go amiss or the world frown upon him,—the taste for reading; and to create this taste is the more difficult as I cannot find that the literature of the country, such as it is, is cultivated in any great degree. With many who are able to read and write, their shop ledgers and Cutcherry papers are the sole studies of the day, although I must acknowledge an increasing demand for our Vernacular books and tales to be a not unfavourable sign.

Chuprah.—The school at this capital of the Sarun district has altogether regained its former prosperity, having increased its pupils from 85 to 135. The only two candidates for the University Entrance examination in December last under Mr. Hanvey's instruction both succeeded, although I regret to add, the 3rd Master who also went up failed. I have again to record my commendation of Mr. Hanvey whose untiring diligence and consequent success in the management of his School entitle him to promotion. As there is no opportunity in my Division, which now contains neither High School nor College, and the climate of Bengal is unsuited to his delicate health, he is at present debarred from what he fairly merits. The students are now drawn somewhat more widely than last year from amongst the Zillah population, but still the larger portion come from the classes connected with Government Offices. Vernacular education is also simultaneously increasing in this Zillah, and several Zemindars have established Schools throughout the district, which are without exception open to inspection and under the guidance of my subordinates.

Arrah.—At this school alone of all under me, have the respectable Mahomedans availed themselves in due proportion with Hindoos of the benefit of the School. Out of 80 boys 20, or one-forth, are Mahomedans, and well connected. This ratio is slightly above that of the comparative numbers in the general population and nearly equal to that which obtains in the town itself. This favourable circumstance is in a great measure attributable to the warm interest manifested in the Institution by Moulvie Wahiduddin, the Principal Sudder Ameen, now transferred to Chuprah, and Syud Imdad-Alli, Sudder Ameen, who both have clearly explained to their countrymen the necessity, as well as the advantage, of their children learning English, and by their social influence have materially aided the Secretary in his labours to improve and increase the School. As a body the Pupils here are perhaps of a higher class than elsewhere ; there being no more than six whose parents hold menial offices. There has been no increase in the total number, and only 10 per cent. come from the interior of the district.

Tirhoot—In common with Patna, Gyah, Arrah, Moonghyr, Purneah and Chota Nagpore, this School has had a change of Head Masters during the year; Baboo Khetter Mohun Mookerjea having been transferred to it from Purneah on the promotion of Mr. T. P. Manuel. Its Pupils have increased 27 per cent. and now number 81 on the rolls., being drawn from the official and non-official classes in the ratio of 12 to 5. The collections in the Jogyearah estate having been unusually large and the balances brought into the account, the whole of the expences have been met as at Gyah from its private resources; but were it not for this revenue, which is ordinarily equal that of the Government assignment, this school would not be able to pay its way. Only 1,500 Rupees or half the usual allowance for zillah schools was allotted to this one, and were it increased, useful extensions might be made, and a provision for a superior Head Master found, which would doubtless raise the character and estimation

of the Institution in the eyes of the parents, and induce them to permit their children to remain longer under instruction. Hitherto on its present footing which is really that of a Grant-in-aid school, it has not furnished any candidate for the University Entrance Examination, and the pupils have seized the first opportunity of obtaining any kind of employment. This has prevented it from reaching that status which the prosperity and wealth of the town and district would lead us to expect, particularly as it has been established a long time and the inhabitants are not averse to education.

Monghyr.—The death of Mr. McNair and the double change in the office of Head Master consequent thereon, Baboo Chundro Mohun Banerjea, 2nd Master of the Bhagulpore school having held the appointment for four months, pending the arrival of Mr. Mayne from Chota Nagpore, combined with the circumstance of its being closed for some time after the Dusserah Vacation, have operated to the detriment of this school in which the number of pupils has retrograded from 85 to 60. Ill accommodated in a small house which was the only available one, it has never equalled the other Government schools in attendance or progress. But the classes having at last entered the new and spacious building erected by the Local Committee on the open and more healthy ground outside and to the East of the Fort, and more conveniently situated for the pupils coming from the principal Bazaar, it will, under Mr. Mayne, very soon attain its proper rank and increase in numbers. And although the district is small and hilly, and the absence of both a Commissioner's and a Judge's office reducing the number of Cutcherries reacts on that of the students, and will continue to do so as long as the larger portion of them are the children of amlahs, yet on the other hand, the thriving state of the town, and the extensive Railway station about to be erected will amply compensate for all this, and are a sure guarantee that in no long time there will be no lack of material, which in the absence of any other must fall into the Government

school; or even if another be established, of which there is little likelihood, the existence of the new one will not, as I have before argued, interfere with the progress of the older one.

The returns of the examination held by the Committee under the drawbacks above noted, I consider not discreditable to the students

Bhagulpore.—In many points this school is now and has been for the last three years the most flourishing in the province. It has steadily increased to more than 200 pupils, and the higher classes are much larger than is usual in Zillah schools, and remain so in spite of a large increase to the monthly fee. It has been always successful at the Entrance Examination which is very creditable to Baboo Gorroochurn Mutter, its old Head Master, now about to retire from his lengthened labours. There is in this town a larger Bengali population and more Government officers than in the Western districts, it having a Commissioner resident and some Railway establishment, yet the contrast with Patna is very great, although the circumstances there are nearly the same. It is for this reason I seek the cause externally; and as I stated last year I believe no little of the superior progress of education in Bhagulpore is due to the existence of two others, one a Church Missionary one, the other maintained by Baboo Girdharee Lall, the Government pleader, at his own charges, which serve not only as a stimulus but (as the registers shew most plainly) as direct feeders to our larger institution.

Purneah.—The sickly season referred to at the commencement of this Report, affected no district more severely than Purneah, the normal abode of fever and ague. The committee have detailed in their report the consequent closing of the school for a fortnight in November and the forced absence of several Masters, of whom one, the Vernacular teacher, died. I refer you to that report for these details and the narration of the total destruction of the rented School-house by fire which necessitated the removal of the classes into that built by subscription and fortunately nearly

complete at the time. I need not say that the School is backward or assign more reasons for its being so; but, as to the future there is no promise of great success on account of peculiar local circumstances which I narrated last year.

Chota Nagpore.—A better organization has been given to this school by a modification of the establishment by which an extra Master was gained without increased expenditure. Formerly a Free School, the pupils now pay fees, small indeed, but enabling the Committee to increase, or I might say, commence the Library and add to the conveniences of the school. The improvement which is manifest is due to Mr. Mayne, the former Head Master; but I have every confidence in the ability and diligence of the newly appointed teachers to bring the classes on much beyond their present condition. The Local Committee have taken more interest in the school, and as one of the Palamow Zemindars has entered his two children, a commencement has been made in a direction where a change was very necessary; for, till this year, the students were almost uniformly drawn from the humbler ranks of life.

These are all the English Schools in my Division supported by Government, and the list of independent ones is confined to the few I have incidentally mentioned and that of the Bettiah Rajah in the North West of the Chumparun district, which I was not able to visit during the year; and lastly a small school lately set up at Deoghur in the Santhal pergunnahs by Mr. Braddon, the resident Assistant Commissioner. Unfortunately, there has been great difficulty in obtaining a master for this last one, and I have altogether failed. Indeed, I have not now a single candidate for employment as an English Teacher, and have experienced equal difficulty in obtaining persons for the lower posts in the Government Schools also, so that not unfrequently students of the senior class have been of necessity appointed to teach, when their own education was but half completed. There is no prospect of this evil being obviated for some years, and the want cannot be supplied from Bengal, from which quarter in answer to an advertisement long

repeated, no aspirant to office was willing to accept a lower salary than 100 Rupees at the commencement, and yet most of the applicants had not passed the Entrance Examination. This serious obstacle to progress merits attention, but I do not see how it is to be obviated except by a large increase to the present salaries which are indeed far lower than is offered for similar attainments by the E. I. Railway.

Having thus gone over the English schools, I may now advert to the vernacular ones or chatsals, scattered through the interior of the eight districts in the Commissionerships, of Patna, and Bhagulpore, but not in the Chota Nagpore Division. These are purely vernacular not Anglo-vernacular, there being no demand for this latter class in the villages of the mofussil. I append a table of the numbers of the schools in each Zillah and the pupils learning in them.

I. Districts.	Schools.	Pupils.	
Patna,	7	287	
Behar,	11	663	
Shahabad,	6	126	
Sarun,	10	482	
Tirhoot,	6	312	
Monghyr,	9	408	
Bhagulpore,	8	221	
Purneah,	5	155	

II. Other vernacular schools on the same model and under the control of the Deputy Inspectors, but supported by the Zemindars.

Sarun,	15	359	from 14 schools
Tirhoot,	1	28	
Monghyr,	3	67	
Behar,	4	135	
Shahabad,	7	57	from 4 schools
Patna,	0		
Bhagulpore,	0		
Purneah,	0		

III. Schools open to inspection but not so immediately under control.

Patna, ...	2	.....	89
Tirhoot (Durbangah,)	1	.....	36
Monghyr, ...	2	.....	59
Shahabad (Doomraon)	1	.....	68

Patna District Chatsals.—There were three other schools in this Zillah, but the paucity of attendance led to their being abolished. Of the seven remaining, those at Barh, Manair, Phulwari and Dinapore are in a flourishing condition, those at Pali and Lei are indifferent, and that at Nowbatpore is too recently established to be placed in either class, but will probably turn out well. Babu Sohun Lall, the Deputy Inspector, is persevering, industrious and of good address, but his efforts have not been well seconded by his subordinate officers some of whom are of very moderate abilities. It is no doubt the most difficult district in the division.

Behar District Chatsals.—Greater progress has been made and there is more stability in the Chatsals of this Zillah than in any other. Some few of the pupils have remained under instruction from the commencement, *i. e.* for more than four years; whilst elsewhere the period of attendance is usually one year, sometimes reaches two years, and in very few cases is prolonged for three years. There is also a greater desire for education, and Devanagri maintains its ground better against the imperfect Kaithi character. None of the Schools are bad, but it is worthy of remark, that excepting Jehanabad, the Northern part of the District which is that joining Patna affords no home to village schools, and the temper of the Southern portion is more congenial to their existence. Those at Rajowli, Hussooa, Deo and Nabinagar all to the South and near the hills and jungle are well attended, and those of Hussooa, Jehanabad, Kouch, and Buniadgung have produced successful candidates for the small vernacular Scholarships sanctioned for these schools. Baboo Ramroop Lall, the only one of my Deputy Inspectors that is

acquainted with English has managed his charge very well and deserves the highest credit for his tact and exertions. His subordinates are only of moderate attainments.

To illustrate the precarious footing on which these chatsals stand, I may mention that at Buniadgung, a large and populous village contiguous to and only separated from the town of Gya by the river Falgu, the pupils declined from 104 at the end of May to 13 in November, not on account of sickness or decided opposition, but simply from the teacher's neglect and the indifference of the people, although it was under the same teacher that the numbers had increased to 104. No complaint from the parents or pupils, no petition for the removal of the teacher reached either my office or my Deputy Inspector, and prosperous or declining, the school is equally nothing to the residents. During the whole four years I have been here, I have not received half a dozen reports from the inhabitants of any villages of the bad conduct of the teacher or the declining state of a school, although I uniformly at each visit in consigning it to the charge of the head men impress upon them the necessity of communicating to me any carelessness or absence of the Gooroo and the first symptoms of decay or failure from whatever cause. Were the people desirous of education to the same extent as in Bengal such silence would not exist.

Small schools are supported by the zemindars at Tekari, Sherghotty, Bodh, Gyah and Binda which do not call for any special comment beyond the remark that they are inferior to our chatsals.

Shahabad Chatsals.—In my journey through this district I found it necessary to order the abolition of three chatsals and their re-establishment under other teachers in better localities. Some of the villages had not recovered from the desolation of three years back and the people seemed determined not to pay the small fee of one anna which we usually levy Ikhtearpore is the only advanced and good school in the district and the Deputy Inspector, an old Cutcherry amlah, although in his youth he read many Persian and Arabic works, is unable to acquire new methods and new science, and has directed his efforts too much

towards the establishment of schools by Zemindars but with no corresponding success. Matters have improved since the close of the year, but I fear nothing but the substitution of another officer will bring the district into a proper state.

The School at Doomraon is creditable to the Rajah who founded and supports it, but costs 45 Rupees a month. The other six Zemindari ones are on a smaller scale and from three no returns have been sent in.

Sarun Chatsals.—Sarun and Chumparun rank next to Behar in the prosperity of the Vernacular Schools, but here they are more unequal, and not so well attended. One at Darowli having dwindled away has been transferred to the adjace nt village of Gothui, and is now under better auspices. The boys of Ushre, Sewan, Manjhi and Mubarukpore gained Vernacular scholarships at the last examination, but, as in the Behar District, several have declined to leave their homes and therefore forfeit the stipend. One school, that at Pursah, formerly prosperous, has declined owing to the promotion of the Teacher to a higher post in another district, and till an equally able man can be found willing to accept the small salary of the post, it will continue at a low ebb.

I have to regret the decease of Pundit Mohendronarain, the Deputy Inspector, in July last. His energy and devotedness to his work reclaimed this district from the unsatisfactory condition in which he found it, after the removal of Moulvi Sadakut Hussein, to whom it had, till then, been entrusted, in the short space of two years, and had he lived, I am sure it would have become daily more prosperous. I cannot say much in favor of his successor the present incumbent, Pundit Amar Nath, who has always had able Sub-Deputies and circuit teachers to assist him, but he has lately exerted himself more than in the early part of the session.

As the Maharajahs of Bettiah and Huttooah still keep up their schools, and there are a few maintained by other zemindars, giving in all a total of 16, besides the 10 Government Chatsals, this district is well supplied; and as they are dotted pretty evenly over its whole extent, any one desirous of a Vernacular education can obtain it

without going to a great distance from home. The expenditure of the first named Rajah is about 200 Rs. monthly, and is the largest contribution made to the cause of education in my Division.

Tirhoot Chatsals.—Liaqut Hussein, the Deputy Inspector in this but recently-worked zillah, has justified my selection of him for the post by his conduct and ability. Of the Schools under him, not much actual proficiency could be expected, but I found good progress had been made at Bukrah, Sitamarhi and Lallgurry. The School house at Muddhobunni having been burnt down two days previous to my visit, and the teacher being below the standard, I took the opportunity of abolishing it, a step to which I was partly led by the circumstance of its being a very long way from the Sudder Station, whilst it was necessary to work at first nearer home. Two others have been established at a more reasonable distance since the Session closed, and I am satisfied with the condition of them all. Sickness has done some mischief lately, and in one School nine boys and the teacher died in the same week. I therefore applied to the Civil Surgeon in each district to distribute Cholera medicines to each School, which would be made available to the public generally, as is already the case at Thannahs. My request was granted in all but the Monghyr district, and I have subsequently learnt how generally beneficial the step has been. Many afraid, or at least unwilling to go to a Thannah, gladly apply at the Schools, and as I was careful to have plainly written directions deposited with the teacher, not only will no mischief happen, but probably my Schools will very rarely if ever be decimated as heretofore.

Baboo Rogho Nundun Chowdhry's School at Koila Nanpore I saw in my travels through the district; it is in a very good state, and the advancement of the pupils generally beyond that of the boys in our own Chatsals. I also saw the Durbangah School supported at great cost by subscriptions from the wealthy around, and under the charge of the Collector, who is trustee and manager. It was no better than my Chatsal in another Mohulla of the same town as far as a useful education is concerned, and though some 20 students

learn Persian and Arabic, they could not do Subtraction, and knew no Geography or History, nor as far as I could see much Grammar. I submitted a report on its state to the Collector, and he, taking my Deputy into council, gave him instructions to reorganize the School, which will in future be under his inspection; although to maintain the subscriptions it must at present be under the Collector as hitherto.

Monghyr Chatsals.—These Schools have neither greatly improved nor retrogaded. That at Begoo Sarai I transferred to Bishenpore, a few miles distant, where more Kyasthas are to be found. The owner of the house in which the School formerly was, had long since told me it would never succeed in Begoo Serai; but in consideration of the size of the village and its trade, I permitted it to stand until it was past hope. Last year's report stated I contemplated making over the well-attended School at Sheikporah to the care and charge of the wealthy zemindars of the place; and Mr. Birch, the Collector, after consulting these people, persuaded them to contribute 30 Rs. monthly, in order to the appointment of a superior Teacher, and the establishment of a class in which their own children, now neglected, might be educated. A subscription list was forthwith drawn out, and a teacher, a competent man, selected from among themselves. They are all descended from the same Mosulman ancestry, but one portion of this ennobled family having become Shia to gratify the Nawab Nazim of Bengal, whose service they had entered, the two portions are now at variance, and the usual objections to the teacher approved by one party are urged by the other side; and some of the subscribers paying from 1 to 2 Rs. monthly have, since Mr. Birch's transfer, declined to contribute on the plea of poverty, although they are in good circumstances. They also require a separate School, to preclude contact with the children of their fellow townsmen, and although every thing has been done to meet their wishes, none of their children have come in. Anticipating this dissatisfaction, I have carefully refrained from expending any portion of the money subscribed on the original School, but have reserved it entirely to their

own teacher and class. The total charges of the old School would be amply met by a subscription of 15 Rs. a month, and it is very disheartening to see so small a sum grudgingly given, or rather withheld, amongst so large a community, in which Government has laid out much money during many years to the great benefit of the inhabitants, and therefore indirectly to that of the lords of the soil also.

The new School at Gogree has a fair number of pupils, and is well reported of. The inhabitants here promised a subscription of 15 Rs. monthly, but when put to the test on setting up the School, not one Rupee was forthcoming. I therefore have warned them, it will be removed if at any time it shews symptoms of decay. At Khurruckpore some few Santals have entered as pupils, and have been allowed to read without paying any fee, in the hope that others may follow their example, but I have not heard of more coming in.

The Zemindary Chatsals are Jellálabad, Tarapore and Jummoor, of which the two first are supported by the Purneah Rajah, the last by Rajah Joy Mungul Singh. The second one must be removed elsewhere, as the village population is decreasing year by year. The Moulanuggur and Ulleanuggur muktubs spend a portion of a large sum, but what that portion is I cannot ascertain, the remainder goes to the support of monasteries and Serais, and not much good results from the part expended on the Schools. The funds are beyond my interference.

I have no reason to complain of Lala Benarsi Prosaud, the Deputy Inspector of the Zillah nor his subordinates. The circuit teachers have been promoted to that office from teacherships, but with no great improvement to that class, into which I hoped to draw better qualified men by the example of speedy promotion.

Bhagulpore Chatsals.—The promising school at Alumnugar I have been forced to abolish. Three years ago it was supported by the influence of Baboo Ooditnarain, and was every way successful, but on his falling into difficulties and his lands being sold by decree of court, the other principal inhabitants

threw obstacles in the way of the school, and publicly discountenancing it, caused the parents to withdraw their children. It must be so almost every where so long as education is a matter of indifference to the people themselves, and more dependent upon the light in which great people regard it. The schools of Permeshurpore, Colgong, and Pointee, remain such as last year, the others are more backward from the constant change of pupils. No one of three successive Deputy Inspectors has managed to raise this district to an equality with Behar and Sarun, although the English school at the sudder station is very prosperous. One or two new schools will be tried in the Southern part of the district, and may meet with better success, those hitherto planted being on the banks or north of the Ganges.

There are no Zemindars who maintain Schools here, and that at Madhepoora set up by the last Deputy Magistrate, Syud Zamuddin Hosein, has not succeeded. I have not had opportunity to visit it since the completion of the building and the opening of the school, as I did not cross the Ganges when visiting Bhagulpore.

Purneah Chatsals.—That the five Chatsals here should remain in existence after the deplorable prostration of the whole Zillah by fever and ague is almost matter of surprise; they are as recent as those in the Tirhoot district, and although not so large, yet have not been failures. The chief difficulty is to retain the teachers, for no one will remain who has a prospect of employment elsewhere. The school at Kasbah is the most advanced, that at Arraryah most numerously attended, and as the people are not ill disposed, and some contributions come in from the Zemindars, much progress may be made here if only tolerably healthy seasons permit the teachers to remain at their posts. The Deputy Inspector, who is new to the district, has the assistance of a superior Sub-deputy in Syud Abdus Subhan.

The best test I can apply in judging of these Schools generally, apart from that of the mere numbers attending, and the rather uncertain impressions made at visits separated by perhaps an interval of two years or even more, is that of the answers given in the

vernacular scholarship examination, and these shew a large amount of progress. But as this only concerns two districts, and the best boys only in these two, it is at best an imperfect test. Schools in other Zillahs might have sent up candidates who would have been successful, if at least their studies had been directed to the particular books required, but the pupils are frightened at the name of an examination.

Besides the very extensive districts through which I travel, there are as yet unworked the Chota Nagpore Division and the Damun-i-Koh. The first has only the Chota Nagpore School, and the population is sparse, villages frequently consisting of 4 or 5 houses, yet there are places such as Hazareebagh, Palamow, and many others, where schools might be set up; and from what is known of the inhabitants, and the better success of my Chatsals in the Southern part of Behar, which is adjacent to this, success would attend the extension. But for this a separate establishment would be necessary, as Behar, a very large district and 150 miles long, requires the full attention of one Deputy Inspector, for it is imperatively necessary to the existence of our village schools that they should be constantly visited, or they break up. The case of the Santhal pergunnahs needs no remarks from me.

I have incidentally spoken of all my subordinates, but I must add a few words about them. Not one has had the benefit of a College education in English, but few have had the advantage of learning in a Government School: therefore nearly all have been brought up in the old method by Pundits and Moulvies, and were selected as best they could be from the existing Amlah or men about the Courts out of employ at the time when my predecessor appointed them. From such a collection many of course required weeding out, and this has partially been done, but I cannot profess to have been always fortunate in my own selections, as Bengal produces none suited to the languages of this province, and after many applications to the N. W. P., I have only succeeded in getting two or three who would accept the salaries offered. There have been constantly too many openings for such people nearer home, and

this province has a bad name with them both for climate, the rains being heavier, and in its people. There are several in the higher grades of Officers whom it is desirable to replace by others as they cannot or will not learn English Science, I do not say the English tongue, but some time must yet pass ere this can be done.

Every year hitherto I have had to complain of an insufficient supply of the ordinary educational works, and I cannot in this report speak otherwise, although since the close of the session, a number of very useful works have come to hand. Many appeals have been sent in by my Deputies for common Arithmetics, but I have had none to give, and with a dearth of such works it will not do to throw all the blame of second rate schools on Teachers and pupils. At last it has been settled that I am to receive a discount on books furnished to my office, but the correspondence relating to it has not been given to me, although I have frequently applied for it. When received, the whole matter will be passed on for your information.

There are many of the series which now meet with a ready sale, and a dispersion of these through the population will very materially assist our schools. Of the 6,100 copies which have been sold during the last half year, about one-fourth have been taken by others than School boys, and a much further increase will follow in the ensuing half year.

Such topics as are not the direct subjects of a report like the present, and there are a few arising out of the annual reports submitted by the Schools, will form the subject of a separate communication.

I have the honor to be,
Sir,
Your most obedient Servant,

A. S. HARRISON,
Inspector of Schools, Behar Division.

FROM

THE INSPECTOR OF SCHOOLS,
SOUTH BENGAL,

To

W. S. ATKINSON, ESQUIRE,
Director of Public Instruction, Calcutta.

Chinsurah 1st June 1860.

SIR,

IN forwarding the following brief report upon the Educational proceedings in the division of South Bengal for the year 1858-59, I beg to remark that it has been drawn up in strict accordance with the instructions contained in your Circular letter No. 2, dated the 19th ultimo, wherein I am requested to confine myself "as much as possible to a record of past transactions."

2. In the month of July last, His Honor the Lieutenant Governor thought it best that I should be relieved from my duties as an Inspector, and should officiate as Principal of the Hooghly College, and it was not until the December following, and after he was satisfied with the progress I had in the meantime made in Bengali, that he allowed me to rejoin my post. During that interval, Mr. Woodrow was burdened with all the Inspectorial duties of South Bengal in addition to those of his own district, which must have given him, simply in office work alone, as much labor to perform as the Head of an office who has nothing else to attend to. Since then, I have visited schools in the Districts of Hooghly, Burdwan, Kishnaghur, Beerbhoom, Moorshedabad, and Rajshye, yet, as His Honor still requires me to make further advances in the Bengali language, I have not been out

in the districts under me as much as I could have wished. The past year, however, I am happy to say, has not been an eventful one in Educational changes and innovations, so that the different Institutions have been allowed to pursue some definite object without interruption, and consequently as much inspection as usual has not been absolutely necessary.

3. Owing to the sudden withholding of all additional funds for Educational purposes, and, in consequence, stoppage to the extension of the grant-in-aid schools, it was found that the Inspector of South West Bengal was left with but very few institutions under his charge, and therefore in November last, it was determined to transfer to him a portion of those from my Division. That portion consisted of the districts of Howrah, and Bancoorah, with the subdistrict of Jehanabad, containing three Deputy Inspectors, and fifty-seven (57) schools of various descriptions. The schools still remaining under me are—

4 Government Zillah English Schools.
1 Government Normal Vernacular School.
4 Government Vernacular (Lord Hardinge's.)
10 Government Model Vernacular.
27 Private aided English Schools.
59 Private aided Vernacular Schools.

Three Female Schools, which are classified amongst the private ones, though they are entirely supported by Government allowances.

4. During the last year, the grant-in-aid has been withdrawn from one boys' school only, on account of the Manager refusing to entertain an efficient Pundit, and two female schools situated in the interior of the Burdwan district have been abandoned, on the grounds that they were doing no good, and could hardly be considered as having an existence

even. I did request that with the funds thus rendered available, I might be permitted to establish a female school at Chinsurah, where, with the assistance of many of the ladies at that station, there would have been a far greater probability of success, than in a remote village with only local Pundits to superintend; but this request was not granted.

5. In March last, permission was obtained to apply the funds which had lapsed to Government by the abandonment of many aided schools to the establishment of others, and on the 7th and 17th of April, I submitted to your office two new applications for English schools from the district of Burdwan. I am now only waiting to know in what light they may be regarded by His Honor the Lieutenant Governor; but if favorably, I shall shortly forward more. Indeed, I have not as yet encouraged the Deputy Inspectors to entertain many applications, for on the former occasion, when the funds were suddenly stopped, not fewer than 36 applications were rejected after they had been sent from this office to yours, not to mention a great number of others that had not proceeded so far, and thus much disappointment was caused, and dissatisfaction expressed throughout the whole of this division.

6. The Zillah schools without exception have given me every satisfaction, they are so well conducted, and so efficiently meet the views and wants of the middle classes of the people, that they are deservedly the most popular institutions in the country. If they could only be made to reach a course of reading of a little higher standard than they are following at present, I could wish to see no other change made with them; but as it is, they only arrive at the University Entrance Course.

7. Regarding the new school house at Bauleah, I regret that nothing whatever definite has yet been determined upon,

though the local authorities have taken great trouble for the last 3 years in continually endeavouring to have something settled. Since the old building was pulled down in September 1857, the students have been collected together with great inconvenience sometimes in hired Bungalows, and sometimes in godowns, lent for the purpose by gentlemen at the station, and at present, as the only place available, they assemble in the circuit house. After the Members of the Local Committee had held numerous Meetings, drawn several plans, made many estimates, and had much correspondence, they at length received an answer in September last stating that the Government would sanction the construction of a building of a temporary nature only, and directing them to place themselves in communication with the Superintending Engineer. "They did so, and after three months correspondence with that Officer, saw with regret that as regards the new school house they were no further advanced than when they first addressed the Government on the subject. The prospect of any active measures being adopted seeming remote, and uncertain, the Committee resolved conditionally, on the co-operation of the Director of Public Instruction, to undertake the work themselves. They hoped to obtain funds sufficient for the purpose from the sale of a quantity of building materials belonging to the old school house and from school fees in the hands of the Inspector. They re-received the sanction of the Director of Public Instruction for the sale of the old school house materials," but he objected to the available funds at the disposal of the Inspector being used for the purpose until the plans, estimates, details, &c., had all been submitted to him. Whilst this new correspondence was in progress, the official year expired, and all the funds at the disposal of the Inspector lapsed to the Government, so that unless a special grant be made, the build-

ing cannot be commenced till some surplus funds have again accumulated.

8. **Model Vernacular Schools.**—These schools are entirely supported by Government, and have been situated by Pundit Issur Chunder Bidyasagur, at the most populous and most favorable places in the district. They differ however in no respect from aided private Vernacular schools, excepting that they have in their instructive course more of the Sanscrit element and less of the scientific. The authorized establishment is noted in the margin, and with reference to it, the inhabitants of five of the villages, in each of which a school of this description is placed, have made this proposition, They say, let the Government continue their support towards teaching Bengali, but allow them by local subscriptions and with the assistance of the schooling fees to make arrangements for the introduction of English. As I am well aware that the moment the English language obtains a footing in a school, the Bengali must occupy a very subordinate position, I have not encouraged these applications, but should the inhabitants come forward and propose to convert them into aided Anglo Vernacular schools, their requests will then be submitted for your consideration.

Head Pundit	...	25
Second Ditto,	...	20
Servant,	...	3
Contingencies,	...	2
		50

9. **Private Aided Schools.**—I am now disposed to think that the great majority of these schools are working tolerably well, and that the natives most decidedly appreciate the English ones. If we compare them with those under the immediate management of Government teachers, and under European superintendence, they will appear to great disadvantage; but if the question is, are they extending a fair knowledge of the English language and spreading

more useful and sensible matter through the medium of the Vernacular, the answer must be very favourable. At the late University Entrance examination, the number of aided and the number of Government zillah schools that sent in successful candidates was equal. I argue favorably too of their internal management being improved, from the circumstance of very few complaints having been made this year about the non-payment of salaries, and but very few of the teachers have resigned their appointments.

10. I appointed during the year 15 Head Pundits, two Head Masters, and 5 Assistant teachers to aided schools, and 7 Assistant teachers to Government Zillah and Government Vernacular schools, and distributed the following Vernacular scholarships to pupils from aided and private schools who acquitted themselves satisfactorily at an examination held by the Deputy Inspectors.

2	on	Rs. 4,	tenable for	4 years	at the Calcutta School of Industrial Art.
10	on	Do.	for	Do.	,, Hoogly Branch School.
6	on	Do.	for	Do.	,, Bancoorah Government School.
1	on	Do.	for	Do.	,, Calcutta Colootolah Branch School.
3	on	Do.	for	Do.	,, Ditto Sanscrit College.
1	on	Do.	for	Do.	,, Ranaghaut Aided English School.
1	on	Do.	for	Do.	,, Howrah Govt. School.
6	on	Do.	for	Do.	,, Beerbhoom Ditto.
2	on	Do.	for	Do	,, Hooghly Collegiate Schools.
1	on	Do.	for	Do.	,, Berhampore ditto.
22	on	Do.	for	1 year	,, Hooghly Normal School.

14 were appointed to hold stipends of Rs. 5 a month, tenable for 3 years at the Bengalee class, Calcutta Medical College.

10 recommended for free admission for Do. Do.

11. A sum of Rs. 670-10-3 was paid in books and money to the indigenous schools of this division for rewarding the Gooroomohashoys and pupils, and I sanctioned the following special grants out of surplus fees of Government Zillah, Model, and Elementary Vernacular schools during the year under review.

	Amount.	*Nature of Charge.*
Beerbhoom Zillah School, ...	1,242 10 0	For enlarging the School building, it being paid by quarterly instalments.
Ditto, ...	275 0 0	For Salary of a Pundit entertained from June last at Rs. 25 a month.
Bauleah Zh. School,	72 8 0	For purchase of furniture for the School.
Ditto, ...	4 0 0	For Wages of two Punkah-pullers.
Puruliah ditto, ...	28 0 0	Ditto ditto ditto.
Malda ditto, ...	200 0 0	For the extra labor taken by the Pundit of the Malda Vernacular School in the English School.
Normal School at Hooghly, ...	201 3 0	For purchasing a Chemical Cabinet for the illustration of the elements of chemistry.
Sydabad, Lord Hardinge's, ...	62 5 0	For paying the Salary of Assistant Teachers, including Contingent charges of the School.
Kandee ditto, ...	89 12 6	Ditto ditto ditto.
Hatimpore ditto, ...	35 11 0	Ditto ditto ditto.
English Bazar ditto,	144 12 6	Ditto ditto ditto.

Model Schools at							
Sreekisenpore,	...	162	0	0*	For ditto ditto including purchase of furniture.		
Mancoor,	...	112	8	0*	Ditto	ditto	ditto.
Khantoorah,	...	209	0	0*	Ditto	ditto	ditto.
Debogram,	...	164	4	0*	Ditto	ditto	ditto.
Bhajunghat,	...	211	12	0*	Ditto	ditto	ditto.
Moheshpore,	...	380	12	0*	Ditto	ditto	ditto.
Belgoria,	...	28	8	0	For the purchase of furniture.		
Amadpore,	...	216 from May to Jan.			Ditto	ditto	ditto.
Dienhat,	...	144 from May to Jan.			Ditto	ditto	ditto.
Jowgong,	...	154 for 12 months.			Ditto	ditto	ditto.

12. With the general working of the Vernacular Normal School at Hoogly, with the progress of the pupils and with the able management of the Head Master, I have every reason to be satisfied. A few cases have occurred where students who having finished the course of reading in this Institution and obtained employment in aided schools, have afterwards refused to perform the contract which they had previously made of serving in the education department for a certain period. On this matter, however, I shall address you before long.

13. The following is an extract from the report of the Head Master.

"From the statistical returns of the year heretofore submitted, it will appear that the total cost of educating each pupil at the Normal School was 5-0-4 per month, and that the monthly cost to Government was 4-12-5, the number of

* These figures require a word of explanation. In the month of August 1856, the Government, on the recommendation of Pundit Iswurchunder Bidyasagur, sanctioned the entertainment of two additional Pundits for two years only in each of these Schools on the understanding that if on the expiration of that period the schooling fees could not then bear the entire expense of these extra Pundits, they were to be discharged. By some mistake the restriction as to two years was overlooked and not discovered till February 1859, when the above-mentioned amounts were taken from the accumulated savings of the School to reimburse the Government for what had been overdrawn after the month of July 1858

pupils sent out on service during the year was 22, of whom 2 were sent as Vernacular Teachers of science, and the rest as Pundits to Government Model, Aided or Proprietory schools.

The above is comparatively speaking a smaller number than what used to be taken out for employment in preceding years: but it has had the effect of having a larger number of pupils to complete their course in the several classes, in all of which a higher standard has been reached than in any previous year."

The study of the Sanscrit language which had been hitherto confined to the two highest classes, has been now extended to the third class of the Training and the 1st class of the Junior department, while the mode of teaching it has been so far improved that our normal pupils will, it is hoped, henceforth go out with some *solid* knowledge of that difficult language. The Sanscrit course has been so graduated, that in the highest class some of the best poems and dramatic works in that language are studied simultaneously with an original Treatise on Sanscrit Grammar, the *Moogdabodah*, the merits of which, even as a means to impart mental discipline cannot be too highly estimated.

This increased attention to Sanscrit has not however, so far as I can judge, interfered with the progress of the pupils in other departments of knowledge, on the contrary, there has been made almost equal progress in *all* the branches of study. The pupils of the first class have gone through the 1st six books of Euclid with a large number of deductions from Pott and Colenso. They have learnt as far as simultaneous Equations in Algebra. In History, Natural Philosophy and Natural History, the pupils continue to attend lectures and to read from published works and manuscripts as in preceding years. In fact, the elements of general knowledge useful to teachers of youth continue to be made available to the Normal pupils as heretofore by translations from the English, and in

this, I am now helped not only by my Pundits (one of whom has just brought out an elementary treatise on Algebra) but also by some of the ex-students of this school, two of whom have lately sent to me for correction neat little works on Zoology and Conic Sections. In the art of teaching, a fresh course of lectures were given during this year, and they will soon appear in a printed form.

There is still ample room for improvement in every respect. The Normal pupils, I am persuaded, ought to have some knowledge of drawing as indeed every Teacher of youth ought to have. My own education has been so defective, that I cannot supply this want at the Normal School, and indeed even if I could, my time is wholly otherwise occupied. A small additional allowance of 30 or 25 Rs. to the fixed establishment would enable us to entertain a drawing master, and I could wish that this were possible. Some slight knowledge of Surveying will also become useful to those who are to serve in the Mofussil, where boundary disputes are a fruitful source of litigation. The village school teacher who has some knowledge of Surveying may do much good in such cases, and hence it is my purpose, now that a surplus fund from fees and fines has become available, to ask your permission to appoint an *Ameen* to teach the Normal pupils Surveying during the next cold season. I am also aware that considering the requirements of the Mofussil, the Normal pupils ought to have better acquaintance with the Zemindaree accounts and the mode of drawing out petitions and representations to Judicial and Police Officers, than they have yet had opportunities for. But these and many more defects in the education of the Normal pupils will be gradually remedied as the immediate call for Teachers becomes less urgent and additional allowances are made to the establishment for the entertainment of a few more Teachers to this Institution."

Abstract of Returns of the number of Schools visited and miles travelled by each Deputy Inspector of Schools during the year 1859-60.

DISTRICT.	NUMBER OF SCHOOLS VISITED DURING					NUMBER OF MILES TRAVELLED DURING					REMARKS
	Quarter ending 31st July 1859	Quarter ending 31st Oct. 1859.	Quarter ending 31st January 1860.	Quarter ending 30th April 1860.	Total.	Quarter ending 31st July 1859.	Quarter ending 31st October 1859.	Quarter ending 31st January 1860.	Quarter ending 30th April 1860.	Total	
Hooghly, ...	34	27	44	28	133	301	340	355	188	1184	
Burdwan, .. .	21	59	63	48	191	252	676	731	540	2199	
Nuddea, ...	53	39	44	26	162	636	426	646	370	2078	
Beerbhoom, ...	28	16	14	16	74	265	231	120	153	769	
Moorshedabad, .	0	23	21	19	63	0	236	122	343	701*	
Rajshahye, ...	18	14	25	21	80	416	211	203	389	1219	
Santipore, Sub-Dvn.	31	24	30	24	109	297	234	297	252	1080	

* Since the appointment of the late incumbent Baboo Poorno Chunder Shome to the Head Mastership of the Balasore Government School, there was no Deputy Inspector in the District of Moorshedabad for a period of 4 months.

Return of Public Libraries from 1st *May* 1859 *to* 30*th April* 1860.

	Number of Pupils using Library during the quarter ending					Amount of Subscriptions realized during the quarter ending					Number of Books borrowed during the quarter ending				
	31st July 1859.	31st October 1859.	31st January 1860	30th April 1860.	Total.	31st July 1859.	31st October 1859.	31st January 1860.	30th April 1860.	Total.	31st July 1859.	31st October 1859.	31st January 1860.	30th April 1860.	Total.
						Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.					
Hooghly,	99	205	220	327	941	45 8 0	43 0 0	27 0 0	24 0 0	139 8 0	217	195	49	220	681
Beerbhoom,	50	32	24	15	121	64 11 0	30 0 0	20 0 0	10 0 0	124 11 0	240	233	21	157	651
Nattore,	240	212	300	357	1109	36 0 0	36 0 0	22 0 0	15 0 0	109 0 0	520	615	572	495	2202
Bauleah,	No returns received.														
Berhampore,	17	28	19	17	81	84 8 0	94 0 0	83 8 0	76 8 0	338 8 0	107	111	99	51	368
Burdwan,	No returns received.														

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14. Together with this report I have the honor to forward those of the Local Committees of the Zillah schools at Bauleah, Beerbhoom, Puruliah, and Malda, from which all details regarding the proceedings of those schools for the past year may be ascertained. I likewise submit the last quarterly reports of the Deputy Inspector of Nuddea, Burdwan Santipore, and Beerbhoom, as also a portion of the report from the Deputy Inspector of Moorshedabad, from the perusal of which you may gather something regarding the working of the Department.

15. The return of the Deputy Inspectors' Quarterly Reports is requested when no longer required.

I have the honor to be,

Sir,

Your most obedient Servant,

E. LODGE,

Inspector of Schools, South Bengal

FROM

THE INSPECTOR OF SCHOOLS,
NORTH EAST BENGAL AND ASSAM,

TO

W. S. ATKINSON, ESQUIRE,
Director of Public Instruction,
FORT WILLIAM

Dated Gowhatty, 27th June, 1860.

SIR,

I HAVE the honor to submit my report for the year ending with the 30th of April 1860, and in accordance with your instructions, shall endeavour to confine myself to a mere record of transactions during the period under review.

2. Little or nothing has been effected during the year in the extension of measures for the promotion of education. Pecuniary assistance from the State continues to be withheld, and without that aid our efforts must necessarily be but feeble. The number of Schools in operation and the work done by my assistants and myself, have been in all general respects the same as in the previous year.

3. **English Schools**.—The English Schools in the division are 10, of these, five are maintained by Government, and the other five receive grants-in-aid. The Government Schools are those of Mymensing, Dinagepore, Bograh, Gowhatty, and Sibsagor. As the annual reports of these Schools are now in course of transmission, and contain a full account of their state and prospects, it would be superfluous in me to enter upon any remarks regarding them here. Suffice it to say, that the Schools are

all well attended, and the result of the annual examination of the pupils shows that the Teachers have done their duty well, and that the Schools continue to be appreciated. The subjoined table will give a comparative view of the number of pupils attending the English Schools at the close of the two last academic years, showing, that notwithstanding the many disheartening influences we have had to contend against, the general attendance has not been seriously affected.

		On 30th April 1859.		On 30th April 1860.	
		On the rolls.	Average attendance.	On the rolls.	Average attendance.
Government Schools.	Mymensing, ...	170	133	170	135
	Dinagepore, ...	104	63	103	63
	Bograh, ...	90	53	94	53
	Gowhatty, ...	69	51	104	81
	Sibsagor, ...	55	43	39	37
	Total,...	488	343	510	369
Aided Schools.	Gowalpara, ...	190	130	172	104
	Serajgunge, ...	114	53	81	52
	Sheikghat, ... (Sylhet)		83	123	84
	Bunder, ... (Sylhet)	120	64	128	79
	Rungpore, ...	114	78	128	82
	Total,...	621	408	632	401
	Grand Total,...	1,109	751	1,142	770

4. The Aided English Schools, named above, have been well cared for by their proprietors and Managers, and are with the one exception of the Serajgunge School, as well conducted and as highly appreciated, as any of the purely Government Institutions in the Division. The condition of the Serajgunge School does not bear any approximate ratio to the large population in the immediate neighbourhood of that great mart of North Eastern Bengal. The people have not yet learnt the value of an English education, and being mostly traders require the assistance of their children almost as soon as they

are able to write letters and keep accounts in the Vernacular. This circumstance led the School Committee in the early part of the year to open a Branch Vernacular School, at Sydabad in connection with the Serajgunge School. This School, situated in a very populous neighbourhood, is partly maintained by local subscriptions and schooling fees, and partly by a grant from the funds of the parent institution. The School at the station of Serajgunge numbers 81 pupils and the number attending the Branch School at Sydabad is 70.

5. **Anglo-Vernacular or Intermediate Schools**.—In my last annual Report, I took occasion to note that there had been a reduction in the number of the Anglo-Vernacular Schools in this Division, attributable chiefly to the disappointment caused by the refusal of any further grants-in-aid.

6 **In Sylhet.**—In the district of Sylhet, there were seven AngloVernacular Schools two years ago, but these have all since been closed. I am led, however, to understand that there is still a desire among the people for elementary instruction in English, and if the rewere a Deputy Inspector appointed to the District, who could encourage and direct their efforts, and some assistance were rendered by the State, it is not improbable a number of Schools would again rise into existence.

7. **In Mymensing.**—In Zillah Mymensing the number of Anglo-Vernacular Schools, now in operation is 6, only one of this number, the Sherepore School, receives a grant-in-aid. It numbers 41 pupils and the Managers have bestowed much pains in keeping up the efficiency of the School. The other five Schools contain an aggregate of 189 pupils, who are on the whole making fair progress. The Schools are maintained chiefly by tuition fees

aided by small monthly subscriptions. At Soosong the salary of the Teacher is paid entirely by the Soosong Raja.

8. **In Bograh and Dinagepore.**—In the districts of Bograh and Dinagepore, we have no Anglo-Vernacular Schools. There is, however, a growing desire for the establishment of some in Bograh, and efforts are being made in two or three places to raise subscriptions for the purpose.

9. **In Rungpore.**—In Rungpore there are two Schools of this class, both receiving grants-in-aid from Government. These are the Schools at Horidebpore and Gopapore; the former is in a satisfactory state, but the latter had so dwindled down during the earlier months of the year, that the Managers, rather than close the School, asked permission to remove it to a more populous village in the neighbourhood. At Sanjooapukur the School has revived again, and promises fair to be better attended than it has ever been.

10. **In Goalpara.**—The only Anglo-Vernacular School in Assam, is situated in the District of Goalpara, at the village of Gowripore, on the estate of Baboo Protab Chunder, the Rungamati Buruwa. The School contains 97 boys, divided into five classes, and was lately reported of in very favorable terms by the Deputy Inspector of the District. The School is maintained exclusively by the Rungamati Buruwa, who very liberally makes an allowance of 100 Rupees a month for the purpose. The Baboo, who evinces a deep interest in the improvement of his tenantry, has also other projects in view for their benefit, which he would immediately carry into effect, if he could be relieved of a moiety of the expense incurred on account of the School by a grant-in-aid from Government.

11. There are also two Anglo Vernacular Schools in the District of Kachar. These are maintained by local subscriptions, and being under the care of the Superintendent of Kachar, are doing a considerable amount of good.

12 **Darjeeling.**—The only Anglo Vernacular School maintained by the Government, is the Darjeeling School. This was originally an English School, but as it did not answer so well as was expected, it was converted into an Anglo-Vernacular School, and the establishment reduced. The number of boys on the rolls on the 30th of April 1858 was only 18, on the 30th of April 1859 it had increased to 34, and at the close of the year under report the number was 45, showing that the institution under the fostering care of the able Superintendent, Dr. Campbell, is steadily gaining ground in the estimation of the people. The annual examination of the pupils was conducted by Dr. Campbell and the Revd. H. Burney, the Chaplain of the station, who both expressed themselves well pleased with the progress the boys had made during the year, and with the attention bestowed on them by the Master, Mahomed Hoshein.

13. **Vernacular Schools, supported by Government.**—Of the Vernacular Schools maintained by Government, the number continues the same as at the date of my last report, viz. :—

9	in	Zillah	Rungpore,
8	„	„	Dinagepore,
9	„	„	Bograh,
1	„	„	Mymensing.

Somewhat similar to these Schools in the nature of the instruction imparted in them, are the Sudder Vernacular Schools

in the Zillahs in Assam, *viz.* at Gowhatty, Tezpore, Nowgong, Sibsagor and Dibroogor; with the exception of the Schools at Tezpore, Nowgong, and Sibsagor, which are far below the standard of what such Schools ought to be, they are generally in a very efficient state, and the pupils attending them have continued to make highly satisfactory progress.

14. **Assam Village Schools.**—The Assam Village Schools, of which there are

10	in	Zillah	Gowalpara,
22	„	„	Kamroop,
7	„	„	Durrung,
7	„	„	Nowgong,
8	„	„	Sibsagor,
5	„	„	Lukhimpore,

are doing tolerably well. The object in their establishment, was to give to the peasantry, (who are in reality the ryots of the Government) the means of acquiring a knowledge of the arts of reading and writing, and the simple rules of arithmetic. Of late, several indigenous Schools have been opened in various parts of the Province, by young men taught in our Schools, who derive their support from the contributions of the parents and friends of their pupils. These Schools are fast taking the place of the Government Village Schools, and I am disposed to think the time has come when the Government may properly withdraw from the support of those they have so long maintained, and leave the duty of imparting elementary instruction to the people themselves, while the funds hitherto granted for the maintenance of the village Schools may be judiciously applied, partly in maintaining a few superior Vernacular Schools in each District, and partly in subsidies to the Masters of the Indigenous Schools.

15. **Vernacular Schools aided by Government.**—The Vernacular Schools aided by Government are—

13 in the Khasia Hills.
14 among the Kachari population, in Zillah Durrung, in Assam.
2 in Zillah Rungpore.
4 „ „ Mymensing.
and 3 „ „ Dinagepore.

16. The schools in the Khasia hills, under the superintendence of the Revd. Mr. Lewis, and those among the Kachari population in Durrung, under the superintendence of the Revd. Mr. Hesselmyer, labor under peculiar difficulties. They were established among tribes, who have no written character, and who can scarcely yet be said to entertain any correct ideas of the value of school instruction. Yet, on the whole, I have every reason to believe, that the Reverend gentlemen superintending them, have bestowed on them as much pains and attention as could have been expected of them, and that though some time may yet elapse before the seed now being sown springs up and brings forth the desired fruit, a considerable amount of good is being effected, and the schools are gradually and silently working their way towards ameliorating the condition of the people among whom they have been established.

17. The aided Vernacular Schools in the Districts of Rungpore, Dinagepore, and Mymensing, are all doing well and have been properly cared for by the Managers. The only exception is with regard to the School at Sutterpore in Mymensing. The School house there had been blown down by a storm some months ago, and as the people were either unable, or unwilling to provide accommodation for the boys,

the School was closed and the Government Grant-in-aid remains in abeyance.

18. **Subsidized Schools.**—The Subsidy system introduced into the Districts of Assam, continues to work well, particularly in the District of Kamroop. The Teachers of indigenous schools are allowed to take what fees they can get from their pupils, and for every ten boys under instruction, the Master gets a subsidy from the Government of a Rupee a month. Of Schools so subsidized there are

3	in	Zillah	Gowalpara	giving	instruction to	170 boys,
13	„	„	Kamroop,	„	„ 630	„
4	„	„	Nowgong,	„	„ 160	„
3	„	„	Durrung,	„	„ 110	„
6	„	„	Sibsagor,	„	„ 293	„

Total 1363

Were there funds adequate to the purpose, a good many more such schools might be aided in the Province. They are very unpretending in their character, and their only object is to communicate a knowledge of reading and writing and the simple rules of arithmetic, to the children of the poorer classes. This they are doing in a tolerably satisfactory manner.

19. **Indigenous Vernacular Schools.**—It is gratifying to me to be able to report, that the Indigenous Vernacular Schools, that have risen up of late in various parts of the Division, owing their existence in a great measure to the zealous exertions of my Deputies, continue to be well maintained. In some parts their number has been gradually increasing, a plain indication, of the growing desire for Schools instruction among a people, who, till lately, seem never to have given the subject a thought. Some

of these schools stand high in the opinion of the natives, and are capable of giving instruction equal to that given in our Model Schools. Of these there are 14 in Zillah Dinagepore, with an aggregate of about 450 pupils, and 33 in Zillah Mymensing, numbering 1270 scholars. The Teachers of these Schools are in almost every instance young men who have received their education at the Government Vernacular Schools, and have set up these Institutions for their own support.

20. Besides these, there are several Schools of smaller pretensions, similar to the Village Patshalas in other parts of Bengal, which are rising up in every direction. These are all under our inspection, and in course of improvement.

21. **Normal School.**—The Normal School at Gowhatty, under the superintendence of Baboo Gopinath Niaylangkar, has continued to work well during the year under review; and the Government Village Schools in Assam are now being supplied with Teachers of a superior grade to those heretofore procurable in the Province, while many of the young men trained at this School, unable to procure employment under Government, are endeavouring to establish Schools for their own maintenance. The attempt to induce young men from the Bengal Districts of the Division, to come up to Gowhatty, in order to join the Normal School, having proved unsuccessful,

Pupil Teachers.

a few pupil teachers have been admitted into the best conducted Vernacular Schools in the Districts of Dinagepore, Bograh and Mymensing, with the view of meeting the pressing want of efficient Teachers. Five are now in course of training at the Government Vernacular School at the Station of Mymensing, 3 at Bograh and 3 at the Sudder Vernacular School at Dinagepore.

22. **Public Libraries.**—The Public Libraries, I regret to say, have shown no signs of improvement since the date of my last report. They continue in existence, and with the exception of the Library at Bograh, that, I fear, is about all that can be said of them. There are in the District of Mymensing 15 Book Clubs or Circulating Libraries, which appear to be doing tolerably well; they are supported by no less than 588 Subscribers.

23. **Sale of Books.**—The sale of books, during the year, chiefly through the instrumentality of the Book Mohurers, under the direction of the Deputy Inspectors, has been very satisfactory.

In Dinagepore. The Deputy Inspector in Dinagepore, reports having disposed of books to the value of Rupees 897-10-3, *viz.*, on account of

The Calcutta, School Book Society, Rupees,	407	4	9
Vernacular Literature Society, ... ,,	101	4	6
Procured from Book-sellers, ... ,,	389	1	0
	897	10	3

In Rungpore. The Deputy Inspector in Rungpore, reports having sold 420 copies of works in English, and 1372 in Bengali, but has omitted to state the value realized by these sales.

In Mymensing. The Deputy Inspector in Mymensing, reports having sold 653 books to the value of Rupees 344-4-6, and adds that the Agent of the Calcutta School Book Society had sold 3,515 books, valued at Rupees, 957-13-3

In Bograh. The Deputy Inspector in Bograh, merely reports having disposed of upwards of a thousand volumes, but enters intono details.

In Assam.

The book Mohurir in Assam, under the direction of my Head Clerk, Baboo Dinoonath Mookerjee, has sold 1855 volumes, valued at 842 Rupees, 3 annas and 1 pie ; 1640 books to the value of Rupees 519-4-1 were from the Depôt of the Calcutta School Book Society, and the rest were procured from Booksellers in Calcutta by Baboo Dinoonath Mookerjee.

24. **Deputy Inspectors.**—The Deputy Inspectors have all given me great satisfaction by the manner in which they have continued to conduct their onerous duties. There are but 7 in the Division.

Viz.—Baboo Horochunder Banerjee, in Dinagepore.

Baboo Buykuntnath Sein, in Mymensing.

Baboo Shamachurn Surma, in Lower Assam, including Zillahs Camroop and Gowalpara.

Baboo Utsobanundo Gosein, in Upper Assam, including Zillahs Sibsagor and Luckhimpore.

Baboo Nunkoo Singh, in Central Assam, including Zillahs Durrung and Nowgong.

Baboo Koylaschunder Turkolunkur, in Bograh, and Mr. Alexr. Jackson, in Rungpore.

25. In compliance with the directions conveyed in circular letter, dated the 30th of April 1858, I have the honor in conclusion, to submit a statement shewing the expenditure sanctioned by this office during the year from the surplus schooling fees and fines at credit of the several schools.

I have the honor to be,
Sir.
Your most obedient Servant,

WILLIAM ROBINSON,
Inspector of Schools.

FROM

THE INSPECTOR OF SCHOOLS,

SOUTH WEST BENGAL,

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

Dated Midnapore, the 30th June, 1860.

SIR,

IN accordance with the directions contained in your Circular, No. 303, dated the 3rd February 1858, I have the honor to submit my Report on the educational operations carried on in my Division, for the year ending the 30th April last, together with the statistical Returns of the Government and Aided English and Vernacular Schools.

2. **Districts added to my Division.**—In November last, Districts of Howrah, Jehanabad and Bancoorah, containing 47 Schools under Government control, were added to my Circle of inspection, by which the number of Schools under my superintendence was more than doubled and my office work trebled.

3. I subjoin a statement showing the localities, the nature and number of the Schools now under my inspection, together with the number of pupils on the rolls at the close of April last.

Classified statement of the number of Government and Aided schools under the Inspector of S. W. Bengal.

DISTRICTS.	Zillah Schools.	Number of Pupils.	Govt. Anglo-Vernacular Schools.	Number of Pupils.	Model Schools.	Number of pupils.	Govt. Vernacular Schools.	Number of pupils.	Aided Superior English Schools.	Number of pupils.	Aided Anglo-Vernacular Schools.	Number of pupils.	Aided Vernacular Schools.	Number of pupils.	Total Number of Schools.	Total Number of pupils.
1. Midnapore, ...	1	202	...	...	5	411	1	122	...	...	2	189	7	305	16	1229
2. Cuttack, ...	1	137	...	...	...	...	4	168	...	...	...	...	3	169	8	474
3. Balasore, ...	1	78	...	...	...	...	2	62	...	...	1	40	2	65	6	245
4. Pooree, ...	1	98	...	...	...	...	12*	322	...	..	...	...	2	42	15	462
5. Sumbulpore, ...	...	.....	1	50	...	...	...	...	...	...	...	...	...	...	1	50
6. Howrah, ...	2	371	...	...	2	176	1	129	2	394	4	479	8	469	19	2018
7. Jehanabad, ...	...	.....	...	...	2	34	1	144	...	...	3	283	13	549	19	1010
8. Bancoorah, ...	1	199	...	...	...	...	2	112	...	...	4	293	2	127	9	671
	7	1085	1	50	9	621	23	1059	2	394	14	1224	37	1726	93	6159

* Including 9 Schools in the Government estate of Ungool.

Including the 19 Gurumohashaya Schools at Midnapore, the number of Schools is 112, attended by upwards of 6159 pupils.

Zillah Schools. First grade Zillah Schools.

4. The Zillah Schools at Midnapore, Howrah, Ooterparah and Bancoorah have at present attained the strength of the instructive staff, and also the standard, fixed in the Report of the Committee for the improvement of Schools, "for first grade" Zillah Schools. They not only prepare the pupils of the first class for the University Entrance Examination, but the instruction in all the classes is well graduated, so that the standard of the second class is not much inferior to that of the first, and on entering a higher class, the students are fully prepared for the course of study of this class. The Cuttack School is rapidly approaching the same standard of proficiency.

5. **University Entrance Examination.**—Pupils from all the Zillah Schools, except from Balasore, passed the University Entrance Examination, and the number of successful candidates is 17. On a comparison of the number of candidates from the different Schools who have passed, the Cuttack School seems to have been most successful, out of six candidates, five having passed, and one of them in the first division. Although in justice to the other Schools, it must be remembered, that the candidates from the Cuttack School who were excluded last year from gaining Scholarships, had the benefit of preparing themselves twice for the examination ; yet, considering the strength of the instructive staff of that School, the result has been very favorable, and special praise is due to the Head Master, Baboo Jodunath Mookerjee, who spared no pains, in and out of School hours, to instruct the candidates.

6. **General improvement of Zillah Schools.**—All the Zillah Schools have been improving, owing especially to their being well managed, and to their increasing popularity. I may here remark in general, that, where an English School is opened in a sufficiently large town, education, however gradually, becomes appreciated; even in Pooree, where the prejudices of the people have been hitherto strongest against enlightenment, there appears to be a reaction, as will be seen in a latter part of this report (Para. 42.)

7. The progress of some of the Schools has been retarded by the haste with which the Head Masters endeavoured to prepare the pupils of the first class for the University Entrance Examination, without a corresponding progress of the other classes. There is, however, some excuse for this proceeding. The Head Masters of the Zillah Schools have the natural wish, that their Schools should attain as soon as possible the prescribed standard. If the instructive staff is large enough, this is easily effected, as the classes are all steadily progressing; but where this is not the case, as for instance in Balasore and Pooree, the other classes are comparatively neglected to push on the pupils of the first; and the passing of one or two pupils is no proof whatever that the School has really gained the prescribed standard. A state of this kind is anomalous, and might be obviated by lowering the standard for those Schools to that of the second class of a first grade Zillah School. Such a measure would, however, much discourage the pupils as well as the parents, and I accordingly strengthened the instructive staff, wherever the funds admitted of it.

8. **Local management.**—The management of the Schools by the Local Committees is admirable, but generally, the Members do not visit the Schools as often as is desirable. This

is the more a matter of regret, as nothing ensures more the efficiency of the Teachers than regular and frequent visits of the Members of the Local Committees.

9. **Financial State.**—The financial state of all the Schools is prosperous, and though not inconsiderable sums have been spent to strengthen the instructive staff, to purchase Microscopes, Globes &c., yet they all shew, and some to a large amount, a surplus in their favor.

10. **Libraries.**—The libraries of the Schools are in a good condition, and have been generally made use of by the Masters as well as by the pupils.

11. **Cuttack School.**—The School at Cuttack is the most advanced of the three Zillah Schools in Orissa. The cause of this is not only that this School is longer in existence than the other two, but that several of the Members of the Committee take an earnest interest in education, and are always ready to assist in promoting it; moreover, the native population is more intelligent than in other places. The instructive staff having been increased by two masters, the School has now seven classes, instructed by seven English Teachers, beside one Pundit who teaches Oryah throughout all the classes. The School counts 137 pupils about 34 more than last year, owing to the reduction of the tuition fee in the lowest class. The Committee, while raising the fee in the highest classes, decreased it for the lowest, experimentally for one year, with a view of making the School available to a larger number of the people. The experiment nas succeeded; for there has not only been a large accession of boys, but the finances have also gained.

12. **Pooree School.**—The annual examination has not been very satisfactory, and the Committee remark especially on the ill success of the second class. This bears on my

former observation, (para. 7) and the consequence is, that the pupils of the first class have been prepared for the University Entrance Examination, while the instructive staff was unequal to its work, the six classes of the School having been taught by only four English Masters. Two new Masters, the 5th and 6th, have, however, been appointed during the Session, which will, it is to be hoped, ensure the proportionate progress of all the classes. Government has sanctioned the necessary funds for the erection of a new School house, which has for a long time been a great desideratum. The present building is little adapted for the accommodation of a Zillah School, having only one room to teach all the classes, and a bad situation on the main road of the town through which all the processions in connection with the frequent festivals are passing. The new School-house which is being built on the sands, near the European quarter, will facilitate by its situation the visits of the members of the Committee, who by the distance of the present School-house, the excessive heat, and uncleanness of the streets in certain seasons, are now prevented from paying frequent visits to the School.

13. **Balasore School.**—The School is progressing, but very slowly; the number of pupils has increased by sixteen, and the appointment of a new Master been sanctioned. The progress of the boys in the English language having been very limited, it was thought necessary that more attention should be bestowed on this subject, and the situation of a Surveying Master, which had in other respects also not answered its intended object, was discontinued. A gallery has been erected for giving to the boys of the lower classes lessons in objects, in natural history, &c.

14. **Midnapore.**—This School has continued in its former

flourishing state. In the town of Midnapore is the greatest demand for education within my division. At the commencement of the Session, an English Missionary School was opened, giving gratuitous instruction, and at first the number of pupils in the Government English as well as the Government Vernacular School decreased; but in the course of the year they recovered the former number of their pupils, and are now more numerously attended than any time before. There are at present about 1000 children, receiving an improved education; viz: upwards of 200 in the Zillah School, 103 in the Mission, 122 in the Vernacular School, and 555 in the Gurumohashaya Schools under improvement.

One new Teacher has been appointed, and the School contains now eight classes, I have always real pleasure in visiting this School; the instruction is well conducted, and the discipline admirable. Of the ability, zeal and tact of the Head Master, I have spoken in my former Reports, but I must not omit to bring to your notice the valuable aid, which the Secretary to the School, Baboo Dhurroonee Dhur Roy, has rendered for several years.

15. **Howrah and Ooterparah.**—I saw these Schools in December and January last, and found them in a state of high proficiency. There are in the vicinity a number of private English Schools, yet notwithstanding this competition, and the comparatively high fee, paid in the Government Schools, they are well attended, and their finances, in a very flourishing condition. In the Ooterparah School Government has to contribute only 26½ Rupees to the monthly expenditure. Four candidates of either School passed the University Entrance Examination, and one of the pupils of the Ooterparah School, in the first Division. The

annual examination of the three higher classes of those Schools was undertaken by Mr. Graves, of the Hooghly College, and by Pundit Bhogoban Chunder Roy, and their report shows a fair progress of the classes.

16. **Bancoorah School.**—The Committee report favorably about the condition and progress of the School, and I can confirm their statement from personal observation. On my inspection in January last, I found it in a satisfactory order, the discipline good, and the Masters up to their work. I was also much pleased with the instruction in Bengali. Pundit Taruckbromo Goopto is a good Sanscrit and Bengali Scholar, and an excellent Teacher.

An eighth teacher has been appointed, and the pay of some of the Masters raised. The School is very popular and the number of boys has been increased by 16.

17. **Sumbulpore.**—The report of the Committee is satisfactory. The Secretary, Mr. Dyer, recommends that the School be raised again to a Zillah School, but as the inhabitants have not shewn of late any more active interest in education than they did when they had a Zillah School, and as the number of boys does not exceed 50, there is no ground for believing that at Sumbulpore a Zillah School would prosper now.

18. **Aided Schools.—Superior English Schools.**—There are only two Schools of this kind in my Division, at Konnagar and at Jonye, both in the District of Howrah.

19. **School at Konnagar.**—The Konnagar school is one of the best managed in my Division. There are 200 boys on the rolls; the Masters are well selected, and the Deputy Inspector reports very favourably about the progress of all the classes during the past year. The standard of

proficiency is the University Entrance Examination course, and two of the pupils past last year's examination successfully.

20. **Training School at Jonye.**—The School continues to be popular, the best proof of which is, that notwithstanding the raising of the tuition fee from 1 to 2 and 3 Rupees, the number of the pupils has not diminished. I visited the School in January last, and was well satisfied with the order and management of the School and the instruction of the classes. One of the pupils passed last year's University Entrance Examination.

21. **Anglo Vernacular Schools.**—These Schools are popular in all places where there are Native Omlahs, who invariably prefer an Anglo-Vernacular to a Vernacular School, and exert, therefore, their whole influence to persuade the inhabitants to open an Anglo-Vernacular in preference to a Vernacular School. If the place is a populous one, a School of such a kind generally succeeds; but if it be in a small station, the subscriptions are only at first regularly paid, and afterwards collected with great difficulty.

State of efficiency of these Schools.

Very few of such Schools attain a state of high proficiency, as the teaching staff, except in rare cases, is not large enough to instruct five or six classes. But were even their resources much greater, the majority would still not succeed. Their radical defect lies in the excessive power of the Committees, which, with a few honorable exceptions,

Local Committees

is always abused. The appointments and dismissals of Teachers generally depend upon the Committees or the Secretaries, and the appointments are rather made with a view to benefit

themselves in some way or other than the Schools, and the Masters are thus dependent upon the whims of the Committees. The Committees should in my opinion, be entirely deprived of a power, which they as yet cannot use disinterestedly. I must, however, mention a very honorable exception; the Schools founded by Baboo Joykissen Mookerjee.

Baboo Joykissen Mookerjee's Schools.

They are, in every respect models of their kind. The teachers are well selected, and only required to perform their School duties, and receiving their pay regularly, do so cheerfully. The Schools are furnished with all the necessary apparatus, maps, books, and furniture, and the School houses well built and kept in order. On entering one of these Schools, one is at once struck with the impression that Baboo Joykissen Mookerjee takes a warm and enlightened interest in education, that his whole heart is engaged in its promotion and that he is not satisfied with spending large sums for a good cause, but takes care that the object is really accomplished.

22. There are only two English Masters in this School, and no Pundit, yet in consideration of its small establishment, the School has made a fair progress, and the head Master, Mr. Thomas, who was appointed in April last, to the head Mastership of the Anglo-Vernacular School at Contai, has discharged his duties well. The inhabitants have erected at a cost of upwards of 1,500 Rupees, a substantial house for the School, affording ample accommodation for all the classes, and having besides two rooms for the private use of the Head Master. After the School has been opened under so fair auspices, it is a matter of great regret, that the monthly contributions of some of the subscribers,

Anglo Vernacular Schools in Balasore.

Anglo Vernacular School at Bhuddruck.

and amongst them very wealthy Zemindars, can but with difficulty, be realized, and it is only owing to the exertions of the Deputy Magistrate of Bhuddruck, Mr. Deare, that the local resources have not fallen short of the grant.

23. **Anglo Vernacular Schools in Midnapore. Anglo Vernacular School at Contai.**—I inspected this School on the 24th and 25th November last, and found it on the whole, in a promising state. The greatest drawback is here, that the parents generally withdraw their children from School, before their education is finished. The lower classes had therefore, much more advanced than the higher. I was not much satisfied with the Bengali Dapartment, which, as is frequently the case in such institutions, had been neglected for the sake of the English.

24. **Tumlook.**—The Tumlook School, visited by me on the 17th and 18th November last, has reached a higher scale of proficiency than that at Contai. The latter, however, was established only in 1856, while the former had been in existence for several years, before it was aided by Government. In consequence of the frequent change of the Masters the progress in English during the Session, has been by no means good; I was more satisfied with the Bengali.

25. **In Howrah, Sulkea.**—When I visited this School in January last, there were in the English Department 204 boys, divided into seven classes, and taught by five English Masters. The grant was reduced in January last from Rupees 87 to Rupees 50, as the Vernacular Department was merely nominal. This I found confirmed on my visit, for though there were about 25 boys, yet they hardly could spell. The English Department is in a very good condition, and as regards progress, the best of the four Anglo-Vernacular Schools in the District of Howrah, but its finan-

cial accounts had been for a long time in great confusion, and when they were examined in August last, by an order of the Director, a considerable discrepancy was found between the balance in the Cash-book, and that at which the Examiners arrived. Under these circumstances, Government was not disposed to continue the grant, unless a guarantee could be given against future mismanagement, and a reorganization of the Local Committee was accordingly enjoined. This has since been done, and it is to be hoped that the present Committee will be able to exercise an efficient control over the affairs of the School.

26. **Juggutbullubpore.**—The two Departments of this School are attended by 175 pupils. The Deputy Inspector reports, that it is very popular among the inhabitants of the adjacent places, and that as a village School it is in a flourishing condition. The pupils of the highest class studied the University Course; of the three candidates, however, which it sent up for the examination, none has been successful

27. **Bullatee.**—The School at Bullatee, counting 140 boys on the rolls, has made a fair progress.

28. **Coomermorah.**—There are only 40 boys on the rolls, and the average daily attendance, 28, has been very unsatisfactory. The locality of the School appears to be bad, and beside, there has been a constant change of Teachers. A competent Head Master has been appointed of late, and it may be expected, that the School will improve.

29. **In Jehanabad.**—Of the three Anglo-Vernacular Schools in Jehanabad, I saw those at Myapore and Jerat, both belonging to Baboo Joykissen Mookerjee.

Myapore.—The instructive establishment of the School at Myapore, is not large enough, there are only two English

Masters for six classes in the English, and two Pundits for five classes in the Vernacular department. The first class had commenced the University course, but with its limited means the School would go on far better, if it did not aim at so high a standard. The classes, however, are well taught, and the boys intelligent and attentive. The Bengali department had not yet far advanced.

Jerat.—The School at Jerat is in advance of the Myapore School. The standard is the University course, and several of the pupils of the first class seemed to be well prepared for the same. The Vernacular department is well managed.

30. **Gopeenathpore.**—The School which at the close of the session, had in both departments, 81 boys on the rolls, does not appear to have yet made much progress.

31. **Private Anglo-Vernacular School at Jehanabad.**—There is a private Anglo-Vernacular School at the town of Jehanabad, which has been in existence for more than 8 years; it contains 54 boys, divided into four classes, and taught by two English Teachers and a Pundit. Considering the small resources of the School, the local income being only Rupees 50, it has done pretty well, and deserves encouragement.

32. **In Bancoorah.**—The four Anglo-Vernacular Schools in Bancoorah are yet very elementary.

The Shearshole A. V. School.—I inspected the Shearshole School in January last. There are three classes in the English and four in the Vernacular department, and each department is taught by two Masters. There has been a constant change of Masters in this School, and the progress of the boys has in consequence, been much retarded. The proprietor, Baboo Govind Persad Pundit, has erected a

splendid building for the School, amply provided with all the means of instruction, but I regret to say, has not at all been successful in the selection of Teachers.

33. **Bissenpore A. V. School.**—This School has been laboring under many disadvantages. When I visited it in January last, the School was held in a wretched building, with small, low, and dark rooms, and situated in a noisy bazar. The Second Teacher had been constantly absent from ill health, and the whole instruction of the English department, divided into four classes, devolved on the Head Master. Yet I consider the School promising; the Head Master has spared no pains in bringing on the boys, and the Managers appear to take an interest in the School. The new house, which is in course of erection, is sufficiently large to accommodate all classes, and has the advantage of an open and healthy locality.

34. **Vernacular Education in Orissa.**—Vernacular Education in Orissa, if not extended, has at least not lost any ground, as neither the Schools nor the pupils have decreased in number. The interest of the inhabitants in the educational measures of Government, however slowly, is awakening, especially in those places where some of the pupils passed an examination for Teacherships, or for employment under Government, and obtained afterwards situations.

Interest of the people in Vernacular Education.

35. **Want of trained Teachers.**—The difficulty with which I have still to contend is the want of trained Teachers of a higher class, capable of teaching the whole course of our study. I have fully reported on the causes of this in my last annual Report, and need not, therefore, revert to them again, stating merely, that the Teachers are improving by

the strict control under which they are kept. There is not yet a training School in Orissa; I requested the sanction of Government to a scheme for the establishment of such an Institution on the smallest possible scale compatible with efficiency; this, however, could not at that time be granted.

36. **Assistant Teachers.**—As to Assistant Teachers for Vernacular Schools, I have been more successful. Following out my plan to give situations of the kind to pupils educated in our Schools, I have been able to obtain a much higher class of Assistant Teachers than I could employ at first.

37. **Result of Vernacular scholarship examination and of the examination of candidates for employment under Government.**—With the assistance of the Principal Sudder Ameen, Baboo Tarakant Vidyasagar, and the Deputy Inspector for Pooree, Baboo Horokali Mookerjee, I examined on the 1st, 2nd, and 3rd May last, the candidates for Scholarships and for employment under Government. Six free Scholarships, tenable at the Calcutta School, were gained by pupils from the Vernacular Schools at Cuttack, Mohasingpore, Jajepore, Khordah, and Tanghi, and a Stipendiary Scholarship, to be held at the Bengali Class of the Medical College in Calcutta, was awarded to a boy of the Cuttack School.

On my visit to Balasore, I gave also free Scholarships, tenable at the English School, to two boys of the Soonhat School.

The Candidates for employment under Government were after the examination, classed into three divisions, and one passed the first, five the second, and sixteen the third division. I held the year before a similar examination, and as several of the passed candidates had obtained situations, a remarkable

improvement was visible in the qualifications of this year's candidates.

38. **In Pooree**—In Pooree there are six Government Vernacular Schools; five of them are maintained at a cost of Rupees 16 per mensem each, out of the Khordah grant of Rupees 150 a month. The fund was at first overdrawn, as it was necessary to pay out of it the expenditure for printing Class-books, erecting School-houses, purchasing furniture, &c. The debt thereby incurred has been gradually cleared from the monthly balance of Rupees 70, and at the end of April last, there was a net amount of about Rupees 500 in favour of the fund. Since then, I submitted a Report, recommending the establishment of four Guru Mohashays Circles at a cost of Rupees 21 per mensem each, to be paid out of the monthly balance.

Khordah Grant.

Proposed establishment of four Guru Mohashays Circles.

39. **Vernacular Schools in Khordah.** From the Report just mentioned I make the following extract:—

"I am glad to say that our measures for Vernacular education in Khordah have been, on the whole, successful. Each of the five Schools opened there since 1858, is divided into four Classes, and placed under the instruction of two Teachers. The Schools are provided with the necessary furniture, with maps, and a small library of Vernacular (Bengali and Oryah) books for the improvement of the Teachers, and suitable houses have been built for them at the expense of Government. The course of study introduced into the Schools is Oryah and Bengali, Arithmetic, Geography, and the History of Orissa, and the standard to be attained in each subject, is not much lower than that of a Vernacular School in other parts of Bengal.

"The Teachers, who were at first little qualified for their duties, have considerably improved. Those who were incompetent or averse to teach in accordance with our Rules, have been removed, and the

Abodhans (Guru Mohashyas) gradually replaced by Teachers educated in our schools, who are much superior to the former both in attainments and ability to impart instruction.

"The progress of the pupils during the two years since the opening of those schools has been creditable. On my inspection of the schools in March last, I found that the boys of the first classes had a fair knowledge in all the subjects of instruction, and reached nearly the prescribed standard.

"Of the five Schools, those at Tangi, Bagoonea and Banpore are in a promising condition, the School at Jarrah Moondoomohan has not given satisfaction, and the one at Bhubaneswar is a decided failure."

40. **Government Vernacular School at Kendraparah.**—On the transfer of the Pundit of the Khordah School to the Head Punditship of the Kendraparah School, a re-distribution of the assignments of both Schools was sanctioned. Two Teachers were appointed to each of the Schools at Kendraparah and Khordah, receiving 20 and 5, and 12 and 3 Rupees, instead of one Pundit in either School at a salary of Rupees 25 and 15. I have no doubt that this arrangement will be advantageous, as one Pundit is unequal to the task, efficiently to teach four classes in all the subjects prescribed by the rules.

I am satisfied with the progress the Khordah School has made during the year.

41. **Schools in the Ungool Estate.**—The Deputy Inspector visited the six Schools in the Government estate of Ungool in February last. He held an annual examination in each of the Schools, of which the result was encouraging. The Superintendent sanctioned, on my recommendation, the sum of Rupees 39 to be awarded to the most meritorious pupils of each School. The number of boys attending the Schools has slightly increased.

42. **Aided Schools, Pippli, Andhea.**—The School at Pippli has made a tolerable progress during the year. On my visit to Andhea I found the School at that place in a most wretched condition; only five boys were present, and none of them was up to his lessons. It appears that the inhabitants, on the appointment of the present Teacher, who is not a Brahmin, have withdrawn their sons from School I had a conversation with the brother of the proprietor, and as he was anxious that the School should be continued there, and promised to exercise his influence with the people to send their children to School, I thought it right to give it another trial for six months.

43 **Private Vernacular School at Pooree.**—The inhabitants of Pooree, in anticipation of a grant from Government, opened a Vernacular School under the title of "Pooree Academy." This is the more an auspicious sign of a change in the feelings of the people towards education, as the subscription was headed by some of the principal Mahants and Pandáhs of the temple, and the School established, long before any aid could be expected from Government. At the beginning the School was divided into four departments—a Sanscrit, a Persian, a Bengali and an Oryah, instructed by four Teachers independent of each other, and attended by about thirty pupils

The management of the School was at first ill conducted, but it afterwards considerably improved, when the Deputy Inspector and the Head Master of the English School at the request of the Managers, undertook the organization of the School On my visit to Pooree in March last, the School had only three departments, the Persian being abolished, which contained more than 60 pupils, and I was agreeably surprised at finding, that our course of study was

adopted, and that the pupils acquitted themselves very creditably in the examination which I held. As a proof of the earnest desire of the Managers to have a good School, I may mention that they had built at their own cost a large pukka house on the sands for the accommodation of the School.

44. **Cuttack Government Schools. Mohasingpore, Kendraparah, Churchika and Soobanpore.**—Of the four Government Schools in Cuttack, named above, the School at Mohasingpore has given me satisfaction; the Schools at Churchika and Soobanpore have made less progress, while the Kendraparah School has made little or none.

45. **Aided School, Domeparah.**—I cannot speak favorably of the Domeparah School. I found the boys had but little advanced in their studies during the session, owing, perhaps, to the want of local superintendence, there being no educated persons in the place, and to its situation in the midst of an interminable jungle, by which the boys at certain seasons are prevented from attending the School regularly.

46. **Jajepore.**—This School, which owes its origin and rise to the exertions of the former Moonsiff of the place, Baboo Biswambhur Bidyavoosan, has done well. The number of boys has increased from 44 to 65, and two of the pupils have gained free scholarships, tenable at the Cuttack School.

47. **Bengali School at Cuttack.**—The Bengali School at Cuttack is in a very flourishing condition. The number of pupils, which was 50 at the close of the preceding year, amounts now to 85. There are six classes, taught by four Masters, who are quite up to their work. Much praise is due to the Members of the Local Committee who have performed their work with zeal and ability. The annual

examination of the School was held in May last by the Hon'ble Mr. Eden, Mr. Heeley, Baboo Tarakant Vidyasagar, Principal Sudder Ameen, Baboo Jadunath Mookerjee, Head Master of the English School, Baboo Horokali Mookerjee, Deputy Inspector, and myself; and the examiners unanimously expressed their satisfaction at the progress which the classes had made in the short time of less than two years.

48. **Vernacular Library at Cuttack.**—I am glad to say the interest of the inhabitants in the Vernacular Library at the station has not abated; the number of subscribers has increased, and a good many books have been lent out.

49. **Balasore Govt. School at Bhudruck.**—The progress of this School has been creditable. It has for the last two years been held in the rooms of the Anglo-Vernacular School. The house is, however, not large enough for the accommodation of both Schools, and the Commissioner of Cuttack has, accordingly, made over, for the erection of a separate School-house for the Vernacular School, the sum of Rupees 100, which was at his disposal.

50. **Woordah.**—The School has not advanced much, as no local management is available for its control.

51. **Aided Schools. Mobaruckpore Soonhat.**—There are only two aided Vernacular Schools in this District. The progress of the School at Mobaruckpore has been tolerable; of the Soonhat School, it has been fair.

52. **Midnapore. Changes in the Schools.**—The number of Vernacular Schools during the past year has increased by one; the Model School at Malancha, which was abolished about two years ago, having been transferred to Buddengunge. The total number is now thirteen; 5 Model, 1 Government, and 7 Aided Schools.

Also the Model School at Gopalnagur, as the inhabitants evinced no interest in its prosperity, and as there was no chance of its gaining the standard of proficiency prescribed for a Model School, was removed to Sharpore, a large and populous village, and at the end of April last, the School had upwards of 100 pupils on the rolls.

53. **Progress of the Schools.**—The progress of all those Schools has been satisfactory; in the Model Schools, of course it is more steady and rapid than in the Aided Schools, for the simple reason, that the Head Teachers of the former, who receive at least Rupees 25 a month, while the payment of those in the Aided Schools seldom exceeds Rupees 15, are of higher attainments. Again, there are at least three Teachers in a Model School; in an Aided School, generally no more than two. Moreover, all the Model Schools of this District are in populous places, so that there is the chance of a numerous attendance. The Aided Schools, with the exception of Gurbetta, are, on the contrary, in small villages, where the common people do not appreciate education; they are induced merely by the influence of the managers to send their children to School, and if the managers cease to take any active interest in the School, many of the inhabitants withdraw their children from it. On my taking charge of the Model Schools in this District, they had made a good progress in Bengali language and Grammar, but were very deficient in Arithmetic, Geography, and History. They have since fully repaired this defect, as is apparent from the Scholarship examination of last year, where they have gained the highest marks in those subjects.

54. **Local Commitees.**—The Local Committees are but little fit for the efficient management of the Vernacular

Schools, and the only advantage derived from them, is that they keep up a certain interest for the Schools amongst the people. The Local Committee of the Vernacular School at Midnapore is a splendid exception. They manage the business as well as the Committees of the best Zillah Schools, and are regular in their meetings, in their visits, and in their correspondence. It is through the instrumentality of the Committee that Siddee Nuzzer Ally Khan Bahadoor, has given a donation of Rupees 1,000 for the erection of a new house for the School together with a suitable site for the same.

At Midnapore.

Donation of Rs. 1000 by Nuzzer Ally Khan Bahadoor

55. **Vernacular Scholarship examination.**—The result of this year's Scholarship examination has been favorable. Last year out of 35 Candidates, 14 passed successfully; this year the number of Candidates was 47 of which 21 gained more than half the maximum number of marks.

Ten Scholarships were awarded viz.:—

1 To the Bengali Class of the Medical College.
4 To the Hooghly Normal School.
5 To the Midnapore English School.

56. **Classified list of Vernacular Schools.**—The Vernacular Schools may be divided, according to their progress, into 5 classes, as given in the subjoined list.

Class.	Name of School.	Remarks.
1st Class, ...	Government Vernacular School at Midnapore.	This School has reached the prescribed standard.
2nd Class,...	Model School at Basudebpore Ditto Ditto at Jonardunpore.	These Schools are in very good condition and have nearly reached the prescribed standard.
3rd Class, ...	Model School at Protappore. Aided School at Morakali Bhobanipore. Ditto Ditto at Aloogram.	
4th Class, ...	Ditto Ditto at Devoge. Ditto Ditto at Bhobanipore.	
5th Class, ...	Ditto Ditto at Tumlook. Ditto Ditto at Contai. Ditto Ditto at Gurbetta. Ditto Ditto at Anundpore. Model School at Sharpore. Ditto Ditto at Budungunge.	Progress in these Schools has been very rapid.

57. **Guru Mohashaya Schools.**—There are 19 Guru Mohashaya Schools under improvement containing 555 pupils, among whom 33 are girls. This is the same number of Schools as it was last year, in fact, it was impossible to extend, with the limited sum of Rupees 37½ per month for the improvement of indigenous Schools, this part of our operations. If we had more means for this purpose, the number of indigenous Schools under improvement would rapidly increase, as all Guru Mohashayas in Midnapore and its vicinity are ready to comply with our rules, if they can obtain a reward.

Progress of these Schools.

All those Schools have made creditable progress, and some of them reached even the standard of the fourth year's class in a Vernacular School. I am glad to say, that the

Improvement of the Guru Mohashayas. Guru Mohashayas themselves have also improved. From their more advanced age and general ignorance, it is a difficult task for them to study at all, but especially our books, which in spirit and matter are so different from the little they have learnt. That the Guru Mohashayas have made some progress in their studies, is owing to the Deputy Inspector, who has taken great pains for their improvement. In the course of the year he opened a Sunday Class, in which, when present at the station, he taught them our books and guided their studies; and when he was absent in the Mofussil, the Second Master of the Government Vernacular School instructed them in his place. On an examination of the Guru Mohashayas in February last, I had much pleasure in observing that they all with more or less fluency could read our books, and had made some progress in Arithmetic, while some of them were able to explain with accuracy the books which they had studied.

Expenditure of reward fund. The sum of Rupees 566-6-3 has been spent this year in rewards to the Guru Mohashaya Schools, as per subjoined statement:—

Rewards to Guru Mohashayas for the education of boys, ...	Rs.	485	12 3
Ditto ditto ditto, for girls, ...	,,	23	2 0
Rewards to Pupils, ...	,,	12	4 0
456 copies of books given on loan to the Guru Mohashayas, ...	,,	45	4 0
Total	Rs.,	566	6 3

The expenditure exceeds the fixed allowance of Rs. 450 by the sum of Rs. 116, which has been made up by the accumulated balance of the fund.

58. **District of Howrah.**—There are at present 14 Vernacular Schools in this District, one less than the preceding year, the School at Sulkea having been abolished in January last.

Almost all of them have made a fair progress. The standard of efficiency which they reached is shewn in the subjoined classified statement :—

Progress of Schools.
Classified list of Vernacular Schools.

Class.	Name of School.	Remarks.
1st Class, ...	Sheakhallah School.	
2nd Class, ...	Serampore.	
Ditto, ...	Bullatee.	
Ditto, ...	Ooterparah.	
3rd Class, ...	Bhudrokhally.	
Ditto, ...	Harope.	
Ditto, ...	Juggutbullubpore.	
Ditto, ...	Rishra.	
Ditto, ...	Jonye.	
Ditto, ...	Satragachee.	
4th Class, ...	Konnagur.	
Ditto, ...	Mahesh.	
Ditto, ...	Gungadhurpore.	
5th Class, ...	Coomermorah.	

59. **Vernacular Scholarship Examination.**—The Vernacular Scholarship examination, held in September last, was conducted by the Deputy Inspector, and in accordance with the result of his examination twelve Vernacular Scholarships were awarded to the most successful candidates, viz. :—

3 Free Scholarships tenable for 3 years in the Bengali Class of the Medical College.

3 Stipendiary Scholarships, tenable for one year in the Hooghly Normal School.

1 Stipendiary Scholarship, tenable for 4 years in the Calcutta Sanscrit College.

5 Stipendiary Scholarships, tenable for 4 years in the Howrah and Ooterparah Government Schools.

Standard for the Vernacular Scholarship Examination.

The subjects, in which the candidates were examined, are as follow:—

1st. Bengali Language and Literature, including Grammar

2nd. Geography, including Physical Geography.

3rd Physical Science, including Mechanics, Animal Physiology, Lessons on Objects, etc.

4th. History.

5th. Geometry and Arithmetic.

The standard is rather high, and some of the subjects, as Physical Geography, Mechanics, Animal Physiology, may with advantage be omitted next time from the Course.

60. **District of Jehanabad.**—There are 16 Vernacular Schools in this District. I regret I cannot report about the progress of the Vernacular Schools in Jehanabad, having as yet seen only a few of those Schools; and the Deputy Inspector not having submitted his Annual Report.

Scholarship examination.

Six stipendiary and one free Vernacular Scholarships have been awarded to students of the Schools in this District, viz. 3 Scholarships, tenable in Zillah Schools, 2 in the Hooghly Normal School, one in the Bengali class of the Medical College, and one free Scholarship in the same.

61. **District of Bancoorah.**—Vernacular education in Bancoorah is yet in an infant state. Exclusive of the Vernacular departments of the four Anglo-Vernacular Schools in Bancoorah, there are but four Schools of this kind, two Government, and two aided. The Vernacular departments of the Anglo-Vernacular Schools have not given

satisfaction. I saw those of the Shearshole and Bissenpore Anglo-Vernacular Schools, and found that they had not advanced beyond the mere elements. The progress of the four Vernacular Schools during the Session has been good. On my visit to Bissenpore and Radhanagore I found the schools at those stations in an efficient state.

Award of Scholarships. Nine Scholarships have been awarded to the schools of this District.

62. **Teachership examination in Cuttack.**—I held during the Session only two Teachership examinations, one for superior and the other for inferior Teacherships, both in Cuttack. In the districts of Balasore and Midnapore no candidates came forward, and the candidates from my new Districts had been examined in Hooghly and Calcutta.

The examiners in the superior Teachership examination were Mr. Heeley and myself, and in the inferior Teachership examination, I was assisted by Baboo Jodunath Mookerjee, Head Master of the English School at Cuttack, and by Baboo Horokali Mookerjee, Deputy Inspector for Pooree.

Of the four candidates, one passed in the Second Class high, one in the 3rd Class low, and two in the 4th and 5th Classes.

63. The cause of Vernacular Education has been greatly benefitted by the recent order of Government, that the fund available from the abolishment of Aided Schools, may be transferred to other places for the establishment of new Schools. The present number of Aided Schools is at least thereby guaranteed, as there are always applications for grants-in-aid. Previous to this order there was a well-founded apprehension, that after a few

Government order dated the 18th Feb. 1860, sanctioning the transfer of Grants.

years the majority, at least of the Aided Vernacular Schools, would cease to exist.

Effects of the Grant in Aid System.

64. Although the general education of the people cannot be effected by the grant-in-aid system, yet a number of good Vernacular Schools owe to it their existence, and it has done much to diffuse a desire for sound elementary education. The change which it has produced in the disposition of the people is remarkable. In 1847, when Secretary to the Local Committee at Howrah, I made a tour through part of that district to make myself acquainted with the state of indigenous education. * All the Schools I saw were of the most primitive kind, hardly the elements of reading, writing, and arithmetic were taught, and no trace of a study of the Vernacular was found in any, nor was there any demand for a sounder instruction. When I again visited this District in January last, I observed a vast difference. Besides two superior and four intermediate schools, there were fourteen Vernacular Schools, and many of these latter in a flourishing state, giving not only a thorough instruction in the Vernacular, but also in the same subjects as are taught in Zillah Schools, and some of them approaching the standard of Zillah Schools. Almost everywhere there was an eager demand for grants-in-aid, and in the places where aided Schools had been established, the inhabitants took generally an active and enlightened interest in the prosperity of the same. This fact is a strong argument for the final success of Vernacular education also in other parts of India, and although the vicinity of Calcutta must be taken into account for the success of those Schools, yet the same result is visible in other localities. Every large town, where there is an English School, becomes gradually the centre of an increasing demand for education, and even

from my short experience I can name Midnapore, Cuttack, Pooree, and Balasore, where the same signs for a spread of education in general have manifested themselves.

Native Presses.

65. There are three native Presses in my Division, Mr. Marshman's and the Tamahar Presses at Serampore, and the Baptist Mission Press at Cuttack. From the latter, the following Ooryah publications have been issued during the past year.

Tracts and Scriptures.	*Copies.*
Jewel's Mine of Salvation, ...	5,000
Essence of the Bible, ...	5,000
First Catechism, ...	10,000
The True Refuge, ...	5,000
Aspiration to Jesus, ...	5,000
On Caste, ...	2,500
Selections of Hymns, Part 2nd, ...	2,500
Ditto ditto Part 3rd,...	5,000
Come to Jesus, ...	5,000
New Testament to 27th Chapter of Matthews, ...	2,000

SCHOOL BOOKS.

Compendium of Geography, Parts I, II and III, ...	550
Act VIII of 1859, ...	1,000
Act X of 1859,...	2,000
Act XI of 1859, ...	2,000
Nitibodh,*	2,000
Proclamation of the Queen, ...	25,550
Bhugal Bibaran, Parts I and II,*	2,000
Ooryah Gazette, ...	112

Work done by the Deputy Inspectors.

66. The work done by the Deputy Inspectors during the period under review is shewn in the following Tabular statement.

* The books marked with an asterisk, have been printed for the use of the Ooryah Schools under Government inspection.

Deputy Inspectors.	Number of Schools visited.	No. of Miles travelled.	Remarks.
Deputy Inspector of Midnapore,	106	1722	
Ditto ditto of Pooree, ...	136	2327	
Ditto ditto of Cuttack, ...	89	901	
Ditto ditto of Howrah, ...	54*	713½*	* For the last 5 months only.
Ditto ditto of Banccorah,...	28*	830*	
Ditto ditto of Jehanabad,...	83*	513*	
Total, ...	496	7006½	

Disbursement of surplus fees, and appointments made.

67. I annex two Appendices, shewing the amount of Schooling fees expended with my sanction in the Government Schools, English and Vernacular, and the appointments made by me during the year 1859-60.

I have the honor to be,

Sir,

Your most obedient Servant,

E. ROER,

Inspector of Schools.

APPENDIX A.

Statement shewing the amount of Schooling fees, expended during the year 1859-60, with the sanction of the Inspector.

Name of School.	Amount Sanctioned.	Purposes to which applied.	Remarks.
Midnapore School,	340 1 0	For furniture, &c.	
,,	15 0 0 p. m.	For the appointment of an additional Teacher.	
,,	150 0 0	For a Microscope.	
,,	15 0 0 p. m.	For increase of Salary to the 5th and 6th Masters.	
,,	19 4 0	For binding Library Books.	
Cuttack School, ...	45 0 3	For additional expense for a fence round the School house.	
,,	30 0 0 p. m.	For the entertainment of two additional Teachers.	
,,	5 4 9	For a Gong.	
,,	182 15 4	For a Gallery.	
Balasore School, ...	150 0 0	For a Microscope.	
,,	69 13 0	For the balance of the cost of the Gallery.	
Pooree School, ...	25 0 0 p. m.	For the entertainment of two additional Teachers.	
,,	161 15 0	For a Microscope.	
,,	27 14 0	For the Carriage of the Globe.	
Sumbulpore School,	14 12 0	For Maps, &c.	
Howrah School, ...	75 0 0	For remuneration to the Examiners.	
Ooterparah School,	75 0 0	For ditto, ditto, ditto.	
,,	150 0 0	For a Microscope.	
,,	15 0 0 p. m.	For the appointment of a 2nd Pundit.	
Bancoorah School,	150 0 0	For a Microscope.	
,,	7 0 6	For the wages of Convicts for clearing the School Compound.	
,,	46 0 0 p. m.	For an additional Teacher 15, and increase to the Salaries of the 4 Junior Teachers.	
Khordah Vernacular School, ...	3 0 0	For a Black Board.	
Sheakhala Vernacular School,...	29 0 0	For furniture.	
Budungunge Vernacular School,	44 8 0	Ditto.	
Harope Vernacular School, ...	48 0 0	Ditto.	
Midnapore Vernacular School,	10 0 0	For Prizes.	

APPENDIX B.

Appointments made during the year 1859-60.

Baboo Kadernath Dutt, appointed 6th Master, Cuttack School on Rupees 20-0-0. P. M.

„ Bhabograhee Mahantee, appointed 5th Master, Pooree school on Rupees 15-0-0. P. M.

„ Nobocoomar Chuckerbutty, appointed 8th Master, Ooterparah School on Rupees 15-0-0 a month.

„ Doorgaaarain Bose, appointed 8th Master, Midnapoor School on Rupees 15-0-0, P. M.

„ Brojobullub Mitter, appointed 8th Teacher, Bancoorah School on Rupees 15-0-0, P. M.

„ Bepinbeharee Bhadoory, 8th Teacher, appointed 7th Master, Howrah School on Rupees 20-0-0 P. M.

„ Umbicca Churn Sircar, appointed 8th Teacher, Howrah School on Rupees 15-0-0 P. M.

„ Kylasnath Ghooho, appointed 6th Master, Cuttack School on Rupees 20-0-0 P. M.

„ Shittapotty Shomudar, appointed 7th Master, Cuttack School on Rupees 10-0-0 P. M.

„ Joykissen Patnaik, appointed 6th Master Pooree School on Rupees 10-0-0 P M.

„ Kadernath Dutt, 6th Master, Cuttack School, appointed Head-Master, Bhudruck School on Rupees 40-0-0 P. M.

„ M. P. Thomas, Head-Master, Bhudruck School, appointed Head Master Contai School on Rupees 60-0-0 P. M.

„ Brojonath Roy, appointed Head-Master Shearshole School on Rupees 50-0-0 P. M,

„ Mothoorahnath Burmo, appointed Head Master, Coomermorah School on Rupees 50-0-0 P. M.

„ Shamachurn Gangooly, appointed 2nd Master, Jonye School on Rupees 60-0-0 P. M.

„ Umbicachurn Roy, appointed 2nd Master, Bhudruck School on Rupees 15-0-0 P. M.

„ Kadernath Bose, appointed 2nd Master, Tumlook School on Rupees 25 P. M.

Baboo Kylasnath Mitter, appointed 3rd Master, Tumlook School on Rupees 15-0-0 P. M.

Pundit Banymadhub Acherjea, appointed 2nd Pundit, Ooterparah School on Rupees 15-0-0 P. M.

„ Banymadhub Banerjea, appointed Head Pundit, Juggutbullubpore School, on 15 Rs. P. M.

„ Romanath Tarkabagish, appointed Head-Pundit Sharpore School, on Rupees 15-0-0 P. M.

„ Chundernath Bhuttacharjee, appointed 2nd Pundit Budungunge School on Rupees 15-0-0 P. M.

„ Ramoodeen Sheromy, appointed Head-Pundit Budungunge School on Rupees 25-0-0 P. M.

„ Sreenarain Bhuttacharjee, appointed Head-Punit Gurbetta School on Rupees 15-0-0 P. M.

„ Gopeenath Goopto, appointed Head-Pundit, Cuttack Bengali School on Rupees 20-0-0

„ Doorgadass Bhuttacharjee, appointed Head-Pundit Soonhat School, on Rupees 12-0-0 P. M.

E. ROER, *Inspector of Schools.*

COLLEGE REPORTS.

PRESIDENCY COLLEGE.

FROM THE REPORT OF THE PRINCIPAL, MR. J. SUTCLIFFE, M. A.

THE Session under report commenced on the 1st April 1859, and terminated on the 9th December of the same year. The statistics are, however, as in former years, carried up to the 30th April 1860. Mr. Grapel, Professor of Literature, did not rejoin his appointment on the expiration of the leave of absence granted him in the previous Session, and the arrangements originally sanctioned for carrying on his duties were continued to the end of the Session. Dr. Halleur, Professor of Natural Philosophy and Astronomy, was compelled by ill health to proceed to Europe, and Major Douglas, an Artillery Officer, was appointed to officiate during his absence. Major Douglas discharged the duties of the Professorship from 27th May to the end of the Session.

The number of students in the College has increased during this Session, and now stands higher than at any former period since its establishment. The following Table shows the comparative number of students in both Departments during the last four years, and also the manner in which they are classified. The term "*Privileged Out-students*" applies to those students who attend also the lectures of the Law Professors, and are, in fact, members of both Departments of the College. Such students (paying the regular fee of Rupees 10 a month in the General Department) are entitled to all the privileges of members of the Law Department on paying an additional fee of Rupees 25 annually for attendance on the course of lectures delivered by each of the Professors.

Statement showing the number of Students during the last four Years,—(as on 30th of April of each year.)

	Number of Students.															
	1857.				1858.				1859.				1860.			
	Regular Students.	Privileged Out-students.	Out-students.	Total.	Regular Students.	Privileged Out-students.	Out-students.	Total.	Regular Students.	Privileged Out-students.	Out-students.	Total.	Regular Students.	Privilege Out-students.	Out-students.	Total.
GENERAL DEPARTMENT.																
First Year, ...	79	...	...	79	94	...	...	94	59	...	3	62	63	...	3	66
Second Ditto, ...	31	...	...	31	41	...	...	41	28	...	3	31	52	...	3	55
Third Ditto, ...	7	...	...	7	26	...	...	26	35	...	...	35	27	...	2	29
Fourth Ditto, ...	2	...	...	2	4	...	...	4	18	...	...	18	23	...	...	23
Total, ...	119	...	...	119	165	...	...	165	140	..	6	146	165	...	8	173
LAW DEPARTMENT.																
First Year, ...	41	...	11	52	9	14	9	32	6	16	3	25	10	18	...	28
Second Ditto, ...	20	10	...	30	20	...	...	20	12	4	...	16	26	19	1	46
Third Ditto, ...	6	...	...	6	9	10	...	19	14	1	...	15	6	8	...	14
Total, ...	67	10	11	88	38	24	9	71	32	21	3	56	42	45	1	88
Grand Total, ...	186	10	11	207	203	24	9	236	172	21	9	202	207	45	9	261

It is satisfactory to observe from the above tabular Statement that the number of students who complete a four years' course of study is steadily on the increase. The decrease in the number of students on the Rolls in the year 1858-59 was owing to the raising of the tuition fee from Rs. 5 to Rs. 10 per mensem.

A further classification of the students according to fee payments gives the following result:—

	Paying 10 Rs. a month.	Scholarship holders.	Paying 25 Rs for each course of Lectures.	Free.	Total.
General Department, ...	86	74	8	5	173
Law Department, ...	41	1	46	0	88

The amount of fees collected during the year ending 30th April amounts to Rupees 17,472, against Rupees 12,918 of the previous year. It also appears from the tabular Statement appended to this report, that the monthly cost to Government of educating each pupil is in the General Department Rupees 38-2-3, and in the Law Department Rupees 11-9-1, the corresponding amounts for last year being Rupees 54-0-10, and Rupees 15-9-8 respectively. This may be thought to be exceedingly high. It fairly represents, I think, the cost at which a liberal collegiate education can be given in Bengal, and under no system of control could a similar education be given for a less amount.

The Examination for promotion and retention of Scholarships was conducted, as in former years, by the Professors of the College, and the result was satisfactory. Only one student failed to retain his Scholarship.

The Examination of 2nd year students for Senior Scholarships was conducted by the Committee appointed by the Director of

Public Instruction. From this College 17 Candidates went up, and eight of them were successful.

The final students presented themselves at the University Examination for the Degree of B. A., and the following were passed :—

1ST DIVISION.

1. Tara Prosunno Mookerjee.
2. Taruc Nauth Dutt.
3. Kallica Doss Dutt.
4. Sama Churn Gungoly.
5. Soorjee Narayen Sing.

2ND DIVISION.

1. Judu Nauth Chatterjee.
2. Jadub Chunder Dey.
3. Nobin Chunder Gungoly.
4. Nobin Kissen Mookerjee.
5. Romesh Chunder Mitter.
6. Debender Naryen Bose.

Baboo Tara Persad Chatterjee, a student who graduated in Arts at the Examination in March 1859, went up for Honors in Mental and Moral Science, and his name has been placed in the third class. He also received a prize of books as being the first student in this part of India, who has graduated in Honors.

The Examination of the 1st and 2nd year Law Students was conducted by the Professors in accordance with the practice of former years. Mr. Montriou reports the result of the Examination as follows :—

"Of the first or Jurisprudence Class thirty-eight came up for examination Of these twelve have given full and decided proofs of attention to lectures, and of that capability for improvement in juridical science, which it is my object to test in the first year of study. Twenty-three others have given sufficient proof of attention, and of some though in most cases inferior ability, but such as in my opinion to entitle them to be in the second Class of the ensuing Session."

"The three remaining examinants, I cannot pass consistently with any rule of classification for advancement."

"Their names in the three Grades are,

Passed with eulogy,

Hurran Chunder Miter,
Judunath Mookerjee,
Jogendor Chunder Ghose,
Khetter Persad Mookerjee,
Mirtonjoy Roy,
Nobin Chunder Day,
Oprookash Chunder Mookerjee,
Otool Chunder Mokerjee,
Opendernath Mitter,
Protab Chunder Banerjee,
Promothonath Mookerjee,
Romanath Nundy,

Merely passed,

Bhyrub Chunder Banerjee,
Bunseedhur Sen,
Bonnomally Dutt,
Boykuntnath Paul,
Dissent.
Gopal Chunder Sircar,
Greesh Chunder Mitter,
Greesh Chunder Bose,
Hurry Dass Dutt,
Issur Chunder Chuckerbutty,
Khetter Chunder Chatterjee,
Kistomohun Mokerjee,
Mohendro Nath Roy,
Muttilall Banerjee,
Narain Chunder Singh,
Omertolall Chatterjee,
Omoolo Churn Mullick,
Pingault,
Prosunno Chunder Mokerjee,
Prosunno Comar Bose,
Prosunno Comar Bagchee,
Shib Chunder Chatterjee,
Twidale,

Rejected,

Omertolall Mitter.
Ram Chunder Mookerjee,
Tara Persad Banerjee.

"Of the second class, I regret to have a very bad report to make."

"Nine only came up for examination · several of the Class, candidates for the B. A. Degree, having obtained permission to defer being examined until the examination for that Degree had taken place."

"Two only of the nine, Doorgamohun Dass and Chundermohun Dass, have shown a sufficient acquaintance with the subjects of the year's study (contracts and property, Criminal Law, evidence) to be advanced. The remaining seven have failed ; their names are

To form Senior Division of 2nd year

Benode Behary Bhadury,
Judunath Roy,
Munolall Chaterjee.
Nilmadub Mookerjee,
Nilmadub Bose,
Omesh Chunder Mozumdar,
Rajkisto Sen,

"It is worthy of remark, that not *one* of the seven (of this Class) who passed their first year's examination with eulogy, is to be found in this rejected list : the fault in them is probably therefore rather incapacity than inattention.

"I beg (as I have before done) to suggest the expediency of publishing (in the Director's Annual Report or otherwise) select answers of some of the Jurisprudence class students."

"They will certainly bear favorable comparison with the one published by Mr. Howard, the Bombay Director of Public Instruction."

Those 2nd year students who obtained permission to defer their examination till that for the degree of B. A. had taken place, were subsequently examined, and the result was very satisfactory.

The practice of granting Diplomas in Law (entitling the holders to practice in the Mofussil Courts) to the final law students, on an examination by the Professors, was abolished by His Honor the Lieutenant Governor shortly before the end of the Session; and candidates were required in future to present themselves before the Board of Examiners appointed by the University.—Accordingly

15 students went up to the examination for the degree of B. L., and the following were passed:—

Bhoobun Chunder Mookerjea.
C. Gregory.
G. Gregory.
Jadab Chunder Dey.
Kally Mohun Doss.
Kadernath Dutt.
Muttilall Chowdry.
Muttilall Mookerjea.
Protab Chunder Chatterjea.
Radha Gobind Moytree.

The Library has received some valuable additions during the Session, and the circulation of works is well maintained, notwithstanding the enforcement of the Rule requiring a student to deposit Rs. 10 previous to the issue of books in his name.

A building is urgently required in which the whole of the classes may be located. At present one portion is accommodated in the Hindu College together with two other Institutions, and the other portion is located in the house opposite the College gate; and there is not in either Building a suitable room for lectures on Natural Philosophy of an experimental character. I allude now to the want of a proper building, because I think that the question should meet with the earliest consideration after the financial pressure has passed.

No. of Students sent up to the University Entrance Examination.	No. Passed.		No. Failed.
	1st Division.	2nd Division.	
23	11	3	9

COLLEGE OF MAHOMED MOHSIN AT HOOGHLY.

FROM THE REPORT OF THE PRINCIPAL, MR. R. THWAYTES.

EXAMINATIONS.

In accordance with the instructions of the Director of Public Instruction, the Academic Session, 1859-60 under review extended from 1st April to 9th December 1859, at the termination of which the Scholarship and Annual Examinations were conducted. The following are the results of the Examinations.

Result of Scholarship Examination of the 2nd Year Students. No. of boys, 12.—Of this class, six students were selected as competent to go in for Senior Scholarships. The following four students were successful, and obtained Senior Scholarships of Rupees 20 per mensem for two Sessions.

1. Kally Koomar Koondoo.
2. Brojendro Coomar Seal.
3. Romanauth Seal.
4. Aughorenauth Ghose.

This result may be deemed satisfactory, considering that the best lad in the Collegiate School is induced to migrate to the Presidency College where he receives a stipend exceeding by Rupees 2 per mensem that which he would have if he continued to prosecute his studies here. The same remark applies to the Branch School and affiliated Schools in the district, as the only condition attached to the attainment of such prizes in the Presidency College is that the recipient must be in the first grade University Entrance Examination. From this circumstance, added to the inducements that are held out to our Scholars to enter the professional Colleges, we have for some years laboured under the disadvantage of having generally second-rate students to prepare for Senior Scholarships; and

owing to the same causes there has been a falling off in the number of students in the College Department.

Result of Examination of the 1st year Students. No. of boys, 20.—The acquirements of the 1st year students were tested by the Officiating Principal and Baboo Dwarka Nauth Chukerbutty, the sixth Master, assisted by the Head Pundit of the College. The following Scholarship holders of the past session were recommended to retain their Scholarships.

1.	Kally Prosono Mookerjee,	Recommended to retain Junior Scholarships of the College.
2.	Khetter Mohun Roy,	
3.	Rakhaldoss Bose,	
4.	Benudbehary Dey,	
5.	Sreekant Mullick, ...	Ditto of Hooghly Branch School.
6	Koolodaprosaud Mookerjee,	Ditto of the Bancoorah School.
7.	Soroopchunder Ghose,	Ditto of the Puruliah School.

No. of Pupils on the Rolls.

Mahomedans, ...	2
Hindus, ...	27
Total, ...	29

No. of students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
3	0	2	1

DACCA COLLEGE.

FROM THE REPORT OF THE PRINCIPAL, Mr. W. BRENNAND.

* * * *

Buildings.

The College building is still in the occupation of the Military authorities, and the classes are accommodated in two dwelling-houses, which are in many respects unsuitable for the purposes of the College, but they are the only houses that are available.

Admissions.

In the College, the number of students has increased from 41 to 51, and in the School from 262 to 267. The tendency has been towards a general increase in the higher classes, both of the College and the School; and in consequence of the facilities offered by other schools in the district for elementary instruction, the lowest classes of the school have slightly diminished in numbers.

Fees.

The amount of Schooling fees, including fines collected during the year, from the 1st May 1859 to the 30th April 1860, was Company's Rupees 7,147 annas 7.

College Staff.

Considerable inconvenience has been felt in consequence of the insufficiency in the number of Masters of the College. To obviate this as much as possible, it was necessary to teach the 1st and 2nd year classes together, in such subjects as they had in common, and when this could not be done, as in Mathematics, the two classes were taught in different subjects by one master at the same time. It is obvious that under such circumstances neither of the classes could have the attention paid to them that was desirable. The progress of the students has however been steady and to some extent satisfactory, and the students themselves are zealous in their desire to improve.

Examinations.

Two of the 4th year students were this year sent up to the University Examination for the Bachelor of Arts Degree. If the practice of former years had been adhered to, it is supposed that one of the candidates, namely Cally Nauth Deb, would have been entitled to the honor of the degree. It would appear that the marks obtained by him in Bengali, Mathematics, and Mental Philosophy were considerably above what was required, and that in History and Physical Science his marks were also above the required limits for passing. It was for a deficiency of $1\frac{1}{3}$ marks only in the English branch of the examination that he was considered to have failed, the number of marks required in this branch being $33\frac{1}{3}$ and the number obtained 32. The hardship of the case was represented to the Vice-Chancellor and Syndicate of the University, they did not however consider it to be of a nature to warrant them in reversing the decision of the Board of Examiners in Arts.

Prizes.

Two gold Medals, of the values of Rupees 75 and 50 respectively, were presented through Baboo Duckinarunjun Mookerjee by the Rajah of Cooch Behar, for the best Essays in English and Bengali. The former was awarded to Denonauth Sein, a Senior Scholar and third year student, the latter to Judubchunder Chuckurbutty, a student of the second year.

The Donnelly silver medal was also awarded to Judubchunder Chuckerbutty, for proficiency in History.

Three students were successful in obtaining Senior Scholarships at the examinations held in November last. Two of these have been transferred with their Scholarships to the Engineering College and the other to the Presidency College.

* * * *

The 1st and 3rd year students were examined in the subjects of their respective years; seven of the former and four of the latter had made sufficient progress to be allowed to retain their Scholarships. Three Junior Scholars who did not attend the examina-

tions were in consequence considered to have forfeited their scholarships.

Admissions and promotions to the College are made to depend upon passing successfully the Entrance Examination, either in the 1st or 2nd division, and the success of the College will in a great measure depend on the number of Scholarships that may be awarded yearly to the successful candidates of Zillah and Private Schools.

NO. OF STUDENTS ON THE ROLLS.

Christians, ...	2
Mahomedans, ...	1
Hindus, ...	48
Total	51

No of Students sent up to the University Entrance Examination.	PASSED.		FAILED.
	1st Division.	2nd Division	
4	1	2	1

KISHNAGHUR COLLEGE.

FROM THE REPORT OF THE PRINCIPAL, MR. A. SMITH, M. A.

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Number of Students.

The College Rolls again exhibit a satisfactory increase upon former years. At the close of the last Session, the number of Students registered was 288 ; at the end of April of the present year it had risen to 324. Of all the classes, that of the 1st year students in the College Department alone fails to participate in this improvement. Since the commencement of the Session it has lost no fewer than 5 students, owing *directly* to the announcement made subsequent to the re-opening of the College, that to none of those who had passed in the 2nd Division at the recent Entrance Examination would Junior Scholarships, as in former years, be awarded. In this College and class, 11 boys passed the Entrance Examination, *viz.* 2 in the 1st Division, and 9 in the 2nd, but only the 2 received Scholarships, and the 9 met with disappointment. The majority of the class consists now of boys from Zillah Schools, who come here with Junior Scholarships, though having passed in the 2nd Division at the late Entrance Examination, as the new qualification for Junior Scholarships does not extend to these Institutions. And as it is an easier matter for a youth educated at a Zillah School to pass in the 2nd Division than for one brought up in a Collegiate School to gain admission into the 1st, it seems certain that hereafter our College Classes will consist mainly, if not entirely, of boys drawn from the neighbouring Schools, instead of chiefly those of our own rearing.

Examinations.

The class of 2nd year students was examined as usual by printed papers from Calcutta. It furnished 6 Candidates for Senior Scholarships, of whom 2 were successful.

The examination of the class of 1st year students, consisting of 21 boys, all of whom were present, was conducted by the Principal in English Literature and History, and by the 3rd Master, Baboo Omesh Chunder Dutt, in Mathematics and Bengali Literature. The subjects studied were, according to custom, a part of the course prescribed for the B. A. Examination.

English Literature.

I am, I regret to say, unable to report *very* favourably of the Literature of this class; with the exception of 5, who gained above ½ the number of marks, the class fell short of what might have been expected of it. The general result, though not bad, was one of mediocrity. This may no doubt be accounted for in part by the extreme shortness of the Session. But the very knowledge of this fact should have acted as a stimulus to more than ordinary diligence.

History.

The same remark applies with perhaps greater force to this subject, in which, with the exception of the same 4 or 5 as deserved credit for their Literature, the class generally exhibited no marks of previous hard study. That their language and style should be extremely faulty is not a matter of surprise, when it is considered that correctness and facility of composition are only to be acquired by long and careful practice, and that in this case, the short duration of the Session necessarily much curtailed such practice; but there was moreover an evident want of acquaintance with the *facts* of the history which formed the subject of examination, for which no such plea can be offered.

Mathematics.

The Examiner, Baboo Omesh Chunder Dutt observes:

"I must say I am very much dissatisfied with the Mathematical examination of the 1st year College Class. The students must have been exceedingly idle throughout the Session, or they could not have failed so generally as they have done. The papers were easy enough—indeed, I think they were easier than 1st year examination papers have been in this College; but I wished only to ascertain if they had read up their subjects, not to puzzle them. Out of 4 papers I set, that which contained questions in Euclid was the hardest; but it was precisely the Euclid paper that was the best answered.

I set two questions in Arithmetic, but these were either not attempted at all (which was generally the case) or the attempted answers were wrong. Only one boy, as nearly as I recollect, answered one of the Arithmetical questions correctly. In Trigonometry no one could tell how angles are measured, nor solve either of two Problems extracted from Hymers', though ever since they commenced the subject they have pretty regularly worked examples out of that book. The most general failure was in Algebra, in which each boy obtained on an average only a fraction more than one-sixth of the marks borne by the paper.

From these general remarks, Shama Churn Ghose and Kishno Chunder Chatterjea must be excepted; they have each obtained more than half marks, and I hope it will be possible for them to retain their Scholarships.

Bengali Literature.—In Bengali the 1st year students did infinitely better, though their acquaintance with the text-book was but slight. About 10 of them attempted to answer the 4th question—"Describe the state of the Deccan at the period of Ram Chundra's exile, quoting passages from the Ramayan in support of your statement," but by far the greater number answered it wrong.

BERHAMPORE COLLEGE.

FROM THE REPOPT OF THE SECRETARY AND HEAD MASTER, Mr. R. L. MARTIN. M. A.

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The establishment of the masters is now complete, with the exception of the Principal. It is exceedingly to be regretted that so many changes have taken place during the last year. The Instructive staff of the College contains seven names unconnected with the College at the close of the last Official year; nor have these been the only changes ; five other Teachers have been employed during the year who were not connected with this College either in May 1859, or at the present time. It has therefore happened that the Junior classes have seldom been for one month uninterruptedly taught by the same master, and have consequently suffered severely; and that no one can be pointed to as responsible for the progress of the pupils in one of those classes.

Schooling Fees.

The number of candidates for admission having very much increased at the commencement of the last Session, it was considered that the time had arived for increasing the rate of School Fees so as to assimilate the amount paid for education in this to that demanded in the other Government Colleges: and in consequence from the 1st of June, all candidates for admandission and readmission were called upon to pay Rupees 3 for the College and Rupees 2 for the School Department, the previous rate having been Rupees 2 for the College classes and first School class, and Rupee 1 for all the other classes. The consequence has been that though the numbers have fallen off, the amount of Schooling Fees, including fines realized in the College and Collegiate School from 1st May 1859 to 30th

April 1860, has amounted to Rupees 4,249-11 against Rupees 3,294-8-9 for the corresponding period of last year, shewing a clear increase of income on account of fees of Rupees 955-2-3 or, on an average Rupees 80 per month.

Number of students.

Though there has been a slight diminution in the number of Students, there being but 250 at present against 268 at the end of the Academical Session 1858-9, yet there is no reason to believe that there has been a corresponding decrease in the desire for education on the part of the inhabitants of the neighbourhood; indeed so small a decrease having taken place, when considered side by side with the larger Schooling fee *now* demanded from the students, shews that the College has obtained a sure footing in the neighbourhood, from which it will not easily fall. The numbers had risen to 296 when the rate of schooling fee was increased, and, owing to the care which the students then took to attend College, lest their names would be struck off the rolls and the higher rate demanded from them when applying for readmission, and to some new admissions, the numbers not only kept up but even increased, up to the Doorga Poojah holidays; the boys having then gone to their homes, so many did not return, that when the present Head master took charge of the College in the end of November he found that though there was a nominal roll of 255, the number present from 22nd of November to 9th of December averaged but 175, although the annual examinations were being conducted, when there is generally a larger attendance than at other times, and he was in consequence obliged to strike off so many names for continued absence, that the College opened on 10th January after the cold weather vacation with but 220 students. Within the three and a half months that have last passed that number has increased to 250, and though there cannot be much hope of an improvement in this respect during this year, it is confidently expected that there will be no decrease, and that so soon as the feeling that the rate is too high, which has been induced by the small fee formerly demanded having been doubled, has been got over in

the minds of the inhabitants, the numbers will again mount to the highest point that they have ever yet reached.

The College Department consists of Students in two classes, the 2nd year students numbering 9 of whom 8 are Scholars and the first year students, of whom there are only two, that number only of the Berhampore students having succeeded at the last Entrance Examination, and one of them having since withdrawn, his place being filled by a scholar from the Bauleah School.

Library.

The Library has been increased during the last year by the addition of Books to the value of Rs. 956-9, it now consists of 824 works in 1,183 volumes. Nothing can exceed the advantage that the Library has been of to both Masters and students, and their interest in it is of a most lively description.

Philosophical Instruments.

In addition to those Philosophical Instruments whose arrival was announced in last year's report, a telescope of a very superior description has lately been received; its prime cost in Berlin of about Rupees 400 having been increased by freight insurance, &c., to more than Rupees 500 A Barometer despatched in May last from London, has not since been heard of, but every enquiry has been made on the subject, and it is hoped that it will soon be forthcoming. The other Instruments are for the most part in good order.

College Building.

The College having been obliged to change its habitation ten times during six years, at last moved into a building erected to serve as its *temporary* home on the 1st December last. It is with great pleasure that this announcement is made, for though the building, a thatched one surrounded by mats, is excessively hot during the summer, yet there is no longer the fear that the Institution's existence must cease owing to the want of a house for its use, and there is no doubt but that the building erected will answer the purpose which it was intended to serve until the permanent College

is built, provided, as it is sincerely hoped, the order for commencing that building be soon received by the Executive Officer. The amount collected for the purpose of erecting it, together with the accumulated interest thereon, amounts now to upwards of Company's Rupees 35,000.

College Examinations.—The first year Students were examined by the Head master in Literature, History, Algebra, and Trigonometry; by the second Master in Geometry; and by the Pundit of the Moorshedabad circle in the Vernacular; they acquitted themselves so satisfactorily that they were all allowed to retain their Scholarships for another year.

2nd Class.—29 Boys, average age 15 years, instructed by Baboo Bhola Nauth Paul, and examined by Mr. Martin, Baboo Eshan Chunder Banerjya, and Baboo Hurreedos Ghose.

Mr. Martin says,—

"The Poetry (Winter) was beyond these boys. They could rarely express a sentence in Prose. Five, out of 21 who presented themselves, were fair, and four others tolerable, the remainder being decidedly bad."

"In Prose (Rasselas) I had much more reason to be satisfied, two-thirds of the class answering well and but 3 or 4 breaking down *completely*."

"These boys answered very well in Geography, and two-thirds of them passed a creditable Examination in History."

"The answering in Euclid was as good as could be expected from beginners. A fourth part of those examined gained over half marks."

Baboo Eshan Chunder remarks,—

"In Algebra, the boys acquitted themselves creditably."

Baboo Hurreedos says,—

"In Grammar there was an utter failure on the part of these boys."

Their Bengali was reported by Baboo Gobind Cant Biddyabhoosun satisfactory.

3rd Class.—20 Boys. Average age 14·5 years, under Baboo Sreenauth Shen, Master, Baboo Eshan Chunder Benerjya, and Mr. Behrendt, Examiners. Baboo Eshan Chunder remarks,—

"I examined this class in the following subjects :—

1. Prose
2. Poetry
3. Grammar.
4. History
5. Euclid

"The marks given show that the result of the examination was not satisfactory. In justice, however, to Baboo Sreenauth Shen, I beg to put it on record, that he had not charge of the class during the whole Session; that he lost by promotion when the Session was far advanced five of the only seven good boys he had; and that many of his boys had suffered from ill-health which had necessarily kept them away from College for periods varying from 22 to 81 days."

Mr. Behrendt says,—

"I examined this class in Arithmetic, Algebra, and Geography. The state of the class is far from satisfactory, and whatever the causes may have been they should be strictly enquired into. Many of the lads are quite unfit to go on with the studies now taught, and I would suggest that they should be put again to the next lower Division, or dismissed altogether. In Geography and Arithmetic only four boys obtained more than one-half the number of marks, and several of the lads proved themselves quite ignorant of any knowledge of the studies they professed to have prosecuted. The Algebra was a total failure."

Their Bengali was reported satisfactory.

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MEDICAL COLLEGE.

FROM THE REPORT OF THE PRINCIPAL, DR. W. C. B. EATWELL.

THE following is a list of the pupils of the English Class at the close of the Session :—

Scholarship-holders. at 12 Rupees a month, ...	12
Junior Scholarship-holders, at 8 Rupees per ditto, ...	11
Augmentation Stipend-holders, at 2 Rupees per ditto, and Scholarship-holders, from other Colleges and Schools, ...	10
Free Students, ...	67
Ceylon Students, ...	4
Total, ...	104

Christians, ...	10
Native Converts, ...	3
Mahomedans, ...	1
Hindoos, ...	90

Of the Hindoos there are:

Brahmins, ...	29
Boydos, ...	4
Koystos, ...	40
Sutgopes, ...	3
Bankers, ...	4
Barbers, ...	3
Weavers, ...	3
Khetrees, ...	1
Talees, ...	1
Kumokars, ...	1
Carpenters, ...	1
	90

In the Military or Hindustanee Class there are 76 pupils upon the pay of 6 Rupees, and seven Stipendiary pupils from Assam, making in all 83. Of these 73 are Mahomedans, 8 are Hindoos and 2 converted Native Christians. Of the Hindu students there are :

Brahmins,	2
Koystos,	3
Chuttries,	1
Kulwars,	1
Chumars,	1
Total, ...	8

Sixteen pupils are Natives of the North Western Provinces and Assam, and 67 of Bengal.

In the Bengali Class, there are 21 Stipendiary pupils upon the pay of 5 Rupees a month, 3 scholarship-holders from other Schools, and 19 Free Students, making in all 43.

Of these 42 are Hindoos and one is a Mahomedan ; of Hindoos there are :

Brahmins,	17
Koystos,	11
Boydos,	7
Sutgópes,	1
Weavers,	1
Barbers,	2
Boystobs,	1
Kurmokars,	2
	42

The following Tabular Statement shows the attendance of the Pupils of the English Class, during the Session 1859-60.

CLASS.	Number of Lectures.	Number of Students attending.	Total present at all the Lectures during the Session.	Total absent during the Session.	Daily Average. Present.	Daily Average. Absent.
Anatomy and Physiology,	70	58	3,492	568	49.88	8 11
Descriptive and Surgical Anatomy, ...	101	70	6,259	811	61 97	8.02
Chemistry, ...	95	70	6,140	510	64 63	5.36
Botany, ...	40	70	2,572	228	64.3	5.7
Materia Medica, ...	76	33	2,381	127	31.32	1 67
Comparative Anatomy,...	43	25	908	167	21 11	3.88
Medicine, ...	80	36	2,688	192	33.6	2.4
Surgery, ...	88	37	2,880	376	32 72,	4.27
Midwifery, ...	70	26	1,549	271	22.12	3.87
Medical Jurisprudence,...	63	25	1,375	200	21.82	3.17

No additions have been made to the Educational Staff of the College since the date of the last Report, though some changes have taken place amongst its Members.

Professor O'Shaughnessy, whose departure to Europe was mentioned in the last report, has been succeeded as Officiating Professor of Surgery, and First Surgeon of the Hospital, by Dr. Fayrer.

Dr. Fayrer had earned the reputation of being an able Surgeon and an accomplished Medical Officer, both during the last campaign in Burmah, and subsequently at Lucknow.

Experience has shown, that the selection by Government of this gentleman to fill the important posts which he holds in the College and Hospital, has been a most judicious one, and the institution is fortunate in having the services of an officer so thoroughly efficient in every respect.

Dr. Partridge had joined the College only a few weeks before the close of the last Session, and has therefore just concluded his first course of Lectures in the College.

The selection of this officer for the posts of Professor of Descriptive and Surgical Anatomy, and Second Surgeon to the Hospital, has also been a very satisfactory one. Dr. Partridge, I am convinced, does full justice to the important chair with which he has been entrusted: whilst he has had ample opportunity of showing himself a dexterous and careful Surgeon, and a pains-taking Clinical teacher.

Although the House Surgeon of the Hospital is not, strictly speaking, a College Officer, his duties are of such importance in an educational point of view, as to demand notice in this report.

The House Surgeon is required to instruct the students of the English, Hindustani and Bengali Classes in minor Surgery, a branch of teaching which is of the utmost practical value.

The post of House Surgeon has been filled, since the month of October last, by Dr. Burton Brown, who was selected for the appointment, in consequence of having stood at the head of the Assistant Surgeons of his term.

It gives me pleasure to state, that Dr. Brown has shown himself an able and most pains-taking officer.

The appointment of House Surgeon to the Hospital is, under existing orders, tenable for one year only, the appointment being given to a newly-arrived Assistant Surgeon.

The great disadvantages of this arrangement have already been pointed out, both by the College Council and by myself; and I con-

sider it right again to state, that very important educational interests are sacrificed by it.

The newly-arrived Assistant Surgeon being, as a rule, ignorant of the Native languages, must of necessity remain incapable either of communicating information to native students, or of conversing with native patients for a considerable portion of his twelve months incumbency, whilst at the moment when he has become efficient, he is removed to make room for a fresh novice.

The officer appointed to this post should have passed the Colloquial Examination, and he should be continued in the appointment for at least two years.

I am moreover of opinion, that the House Surgeon might, with great advantage, be constituted Pathologist and Histologist to the Hospital.

Primary or English Class.

At the commencement of the present session, the Primary or English Class contained 156 students, and the constitution of the class was as follows: There remained in it from the previous session, ten students, who had completed five years in the College, but who had been remanded for 6 months at their final examination; 22 fourth year, 12 third year, and 51 second year students. Eighty-five students enrolled their names as candidates for admission, at the commencement of the session, of whom 61 only actually entered the College.

Of the 95 students who remained from the previous session, 30 were Scholarship-holders, whilst the remaining 65 were free students.

Of the 61 students who actually entered the institution at the commencement of the session, 7 were in possession of Scholarships of other institutions tenable in the Medical College, and received, in addition from this institution, augmentation stipends of Company's Rupees (2) two per mensem each: to 10 were awarded Junior Scholarships of this College, of Company's Rupees 8 each,

whilst 44 were placed on the Free list. Of the 10 remanded fifth year students who remained in the College from the previous session, 8 have received the Diploma of the College during the session. Two of these Students, including one of those who obtained the College Diploma, have proceeded to England for the purpose of graduating there, and one has been dismissed from the College. The 22 fourth-year, and 12 third-year students still remain in the College. Of the 51 second-year students in the College at the commencement of the session, 23 (being all on the Free list) have quitted the institution. Of the 61 students admitted at the commencement of the session, 16 on the Free list and two Scholarship-holders have left the College, whilst one Scholarship-holder has died.

This falling away of a certain number of students, especially during the first two years, has, on former occasions, been shown to have been a constant occurrence, and its causes have been explained. In the case of Junior Students, it results from a distaste for the profession of Medicine after a near inspection of its ordeals, or when such students may not enjoy a Scholarship, from pecuniary inability to continue in the College. In some cases, I believe, that the Junior Scholarships of the College have been taken merely as means of support for a limited time, without any real intention on the part of the holder of prosecuting the study of Medicine beyond the period for which the Scholarship might be tenable. Defections from the College during the last years of study, have been always comparatively rare, and there have been none during the past session.

The new rules regarding Scholarships, which came into force in 1858 have, I conceive, reduced to a minimum the risk of these allowances being unworthily bestowed or retained, whilst by the redistribution of Scholarships, after the First Examination for the Licentiate's Degree, they provide effectively for only the best Students in the College being rewarded with these allowances, during the period of their Senior studies.

The conduct of the students of the Primary Class, in their lecture rooms, has been throughout most satisfactory. The students have, as a rule, been punctual in their attendance at their lectures, and exemplary in their conduct.

In the hospital, however, students have not shown a corresponding amount of zeal in the performance of their important duties as Clinical Clerks and Dressers. Not that their attendance has not been on the whole regular, and their conduct perfectly decorous, but it is felt that students are very frequently not so fully impressed, as they should be, with the moral responsibility towards the patient which is attached to the post of Clinical Clerk. The reports of the Professors of the College on their respective Classes are, in all cases, favorable, both as regards the conduct, assiduity and intelligence of the Students attending them. They are as follows:—

English Class:—

"The Professor of Medicine reports, that he is satisfied with the conduct of these pupils during the past session, and with the progress which they have made. The papers written at the last Examination showed considerable knowledge of the subject of Medicine, and this was not confined to a few only."

Hindustani and Bengali Classes:—

"The answers of these pupils at the final Examinations were, on the whole, good. There has been much irregularity of attendance at Hospital among the pupils of the Bengali class, as has been reported from time to time."

The Professor of Clinical Medicine reports as follows:—

"The results of the Examination in Clinical Medicine have been very satisfactory, and have shown that there are a considerable number of senior students at present attending the Hospital who are likely to turn out well"

In addition to the student selected for the Clinical Prize, four others have been deemed worthy of receiving first Certificates of Honor, whilst the papers of 12 others are deserving of commendation."

The Professor of Midwifery reports as follows:—

"The conduct of the students was, without exception, very orderly and attentive. They were in almost every instance regular in their attendance,

and the fourth year students in their test and honor Examination, have shown a better understanding of the subject than I recollect to have been the case in any former year."

The Professor of Medical Jurisprudence reports as follows :—

"I have every reason to be fully satisfied with the attention and diligence of my class, some of whom appear to take a special interest in the subject."

The Professor of Surgery reports as follows :—

"The conduct of my pupils in the class-room has been good, and their progress in the oritical information most satisfactory. I should be glad to see them more practical than they are at present, and more impressed with a sense of the advantages they enjoy, as well as of the importance and responsibility of their duties as Dressers in the Surgical wards, and in the operating theatre. But on the whole, I cannot but report well of them, and am very hopeful that the class will produce some good Surgeons."

The Professor of Comparative Anatomy and Zoology reports as follows :—

"The students of Comparative Anatomy and Zoology have been very attentive to the lectures, and their progress in this science has been generally satisfactory."

The Professor of General Anatomy and Physiology reports as follows :—

"The students attending the course of lectures on General Anatomy and Physiology have been this session very attentive, and their progress in attaining a knowledge of Physiology has been satisfactory ; the progress also of the students of the Dissecting Class has been generally good."

The Professor of Materia Medica reports as follows :—

"The conduct of the students of the Class of Materia Medica has been very satisfactory throughout the session."

"The students have, as a body, been regular in their attendance and exemplary in their conduct, whilst their progress has been on the whole satisfactory."

"It is of much importance that the Museum connected with this class should, as rapidly as possible, be brought to a state of thorough completeness and efficiency, since the students have not hitherto enjoyed sufficient advantages in this respect."

The Professor of Chemistry reports as follows :—

" I have the pleasure to report satisfactorily of the attendance and progress of my class during the past session. The members of the class are not indeed able to reach the old standard—the standard to which many attained under what I believe to have been a far better arrangement of the curriculum—but they have done as much as could be expected of them."

" During the past session ninety-five Lectures—thirty-three Examinations, and eighteen Demonstrations have been given."

The Professor of Descriptive Anatomy reports as follows :—

" Having completed my Annual Examinations, I have the honor to enclose a detailed statement of the result."

" I have divided both the second and the first year's students into two classes, the names in each class being arranged in order of merit; from the comparatively large number of pupils who have been placed in the First Division, it will be apparent that their progress has been, on the whole, satisfactory, and of some of the papers I am happy to be able to speak in very high terms of commendation."

" The general conduct of the members of the class has been throughout attentive and exemplary."

College Diploma Examinations.

With the establishment of the Calcutta University, the privilege which the Medical College has hitherto enjoyed of granting Sub-Assistant Surgeon's Diplomas has ceased, the University having established its own Degrees of Licentiate in Medicine and Surgery, and Doctor of Medicine, and having taken under its own control the Examinations by which these Degrees are conferred.

Eight students who entered the College before the establishment of the University, and were exempt from its Rules, have gained the Old College Diploma during the past session. These are the last of time-honored distinctions which will be issued, and I may be pardoned if I record a few words in connexion with them.

The Medical College required from the candidates for its Diploma quite as extended and exact a knowledge of Medicine and Surgery, and of the sciences on which they are founded, as has

been demanded by the University, whilst it called for a greater amount of attendance on individual Classes than the University has insisted on.

The old system of Examination adopted in the College was in my opinion not to be surpassed in fairness and efficiency. It was at once calculated to give confidence to the student, and to provide for his competency being fully and fairly tested. This system has now passed away.

The Examinations of the College have been replaced by those of the University, and the Diploma of the former by the Licentiate's Degree of the latter.

The holders, however, of the Licentiate's Degree of the University will not have undergone a more extended course of education, nor have been subjected to more searching ordeals than were the possessors of the old College Diploma, and I do not hesitate to say that the University may be abundantly satisfied if the claimants of its degree prove themselves equal in professional knowledge to the old graduates of the Calcutta Medical College. Let me not be supposed as venturing to disparage the new Licentiate's Degree of the University, but on the occasion on which the last of the College Diplomas shall be granted, I may be at least permitted to record these opinions regarding those honorable distinctions.

First Examinations (University) for the Degree of Licentiate in Medicine and Surgery.

The University has now appointed its own Examiners for its Degrees in Medicine and Surgery, yet since the students who present themselves at its Examinations belong without exception to the Calcutta Medical College, the results of those Examinations as exhibiting the proficiency of the individuals who submit to them have sole reference to this School and may therefore with propriety be alluded to in this report.

At the end of the present session there were 34 students in the Medical College who were eligible to present themselves for the

first Examination for the Licentiate's Degree in Medicine and Surgery, and of this number 30 went up for examination.

Of these students, 8 had already been 4 years, 7 had been 3 years and 15 had been 2 years in the College.

Of the 8 fourth year men, one only has passed, of the 7 third year men 3 have passed, and of the 15 second year men 9 have passed. Therefore out of the 30 students who went up for Examination, 13 only have passed.

This result, unfavorable though it may appear, is still less so than the results of the two preceding years.

In the year 1858, of 28 second year students only 15 presented themselves at the first Examination of the University, of whom only 6 passed, whilst of 25 third year students only 18 passed.

In the year 1859, out of 57 students who should have presented themselves for the first Examination of the University, only 31 appeared, whilst of the 31 only 12 passed.

In the years 1858 and 1859, the University left this Examination in the hands of the Medical College Professors, so that, judging from the above results, there is no reason for supposing that the Examinations under the University have been in any degree severer than they were under the College Professors.

But the efficient cause of this failure of students at the first Examination for the Licentiate's Degree in Medicine and Surgery has been already explained, and measures adopted for its removal. It had been found by practical experience in the Medical College, that students were unable to master the exact sciences comprised under the Junior Medical studies in less than three years, and consequently, when under the operation of the University rules, they were called upon to pass their first Examination at the end of their second year, it resulted that many either declined the ordeal altogether, or submitted to it and failed. These facts were brought to the notice of the Syndicate of the University by the Medical College Council, and the subject was referred to the Faculty of Medicine for consideration.

This latter body, accepting the arguments of the College Council, decided that it was desirable to revert to the old division of studies into three years for the Junior and two years for the Senior. This alteration having met with the approval of the Syndicate and of the Senate, has now received the sanction of Government.

It must not be supposed, however, that the cause above explained is the only one which has caused so many students to be rejected at the first Examination of the University.

It will be remarked that of 8 fourth year students, one only passed. The division of studies above alluded to has nothing to do with these failures, and the College provides for such cases by removing from its roll all students who may fail to pass their first Examination at the end of their fourth year. Of third year students rather less than one half, and of second year students rather more than one half have passed.

Thus then, whilst it is possible for students to qualify themselves in two years, and the very best students in the College do so, it is still clear that at least three years are required by the majority of students for qualification for this Examination.

Paying Class.

A paying Class was opened in the College at the commencement of the present session to test the willingness of Natives of means to pay for a Medical Education, it having been stated that the purely eleemosynary character of the education at the Medical College deterred many persons of respectability from entering the institution. At the same time, to guard against a sudden falling off in the students of the institution, and still to extend to a liberal extent the advantages of a gratuitous education to poor but deserving students, 50 free presentations (exclusive of scholarship presentations) were left in the hands of the Director of Public Instruction.

The result has hitherto been that whilst there have been applicants for the entire number of free presentations available, no one has joined the paying Class.

However, since in the ensuing Session there will probably be only a limited number of free presentations available, there will speedily be a termination of the universally gratuitous education given in this College.

STUDENT APPRENTICE CLASS.

This Class of useful Government servants has remained empty during the session, owing to the pressing requirements of European Regiments, and the impossibility at present of detaching hospital Apprentices from European regimental hospitals to study in the Medical College.

CEYLON GOVERNMENT STUDENTS.

There are at present 5 Ceylon Government students and one Free Ceylon student in the College, who are qualifying themselves for the University Degree of Licentiate in Medicine and Surgery, of whom 2 have already passed the First Examination for that Degree.

The conduct of these students and their progress in their studies have been satisfactory, and they have in several instances distinguished themselves by obtaining prizes.

Two of their number are moreover University Scholarship Holders.

MILITARY OR HINDUSTANI CLASS.

At the close of the previous Session, 72 students remained in the Military Class, whilst 53 have been admitted during the present session, giving 125 as the maximum strength of the Class during the session.

Of this number, 12 have passed their final examinations and entered the service as native doctors, 30 have been struck from the College Rolls, whilst 83 remain in the Class at the close of the session.

The admissions to this Class during the past ten years have been as stated in the margin.

1850-51,	28
1851-52,	33
1852-53,	69
1853-54,	51
1854-55,	60
1855-56,	33
1856-57,	54
1857-58,	26
1858-59,	80
1859-60,	53

Although the admissions of the present session have been below those of the last, they have nevertheless been above the average of the last 10 years.

The recruits who have joined the College during this session have however been in a large number of instances of a very indifferent Class.

Of the 53 students admitted, 49 came from the Barrackpore Circle, whilst 4 only were received from the Dinapore Circle.

Of the 83 students comprising the Military Class at the close of the session, 73 were Mahomedans, 8 were Hindoos, and 2 were converted Native Christians.

Of the 8 Hindoos, 2 were Brahmins, 3 were Koystos, 1 was a Chuttree, 1 a Kulwar, and 1 a Chamar.

Of the entire Class, 67 were Natives of Bengal, whilst 16 came from the Upper Provinces and from Assam.

It has been long felt that students from the Barrackpore Circle are, as a rule, inferior to those obtained from Behar and from the Upper Provinces. They are less amenable to discipline, and from the proximity of their homes are much more given to absent themselves from the College than students from a distance. It has consequently always been a desideratum to obtain students from the Upper Provinces for this Class.

The recently disturbed state of those Provinces has, however, reduced the recruits from them to a minimum;—the establishment of a Medical School at Agra for Native Doctors having also probably operated in the same direction.

With the view of extending the recruiting field of this Class, the Government invited in a General Order (No. 741 of 1859, dated 20th May 1859) lads educated in the Schools of Behar, the North-Western Provinces, and in the Punjaub, to enter it, providing for their admission to the College on the Certificate of an Inspector

of Schools, and without the intervention of the Military Authorities.

This Order has not been responded to in a single case; and though a few students in the Meerut Circle signified to the Inspector their intention to join this College, they subsequently altered their minds, and offered various excuses for not fulfilling their original promises.

Considering how unsettled has been the state of Behar and of the North-Western Provinces during the past two years, it would perhaps be premature to say that the General Order of 1859 has entirely failed in its results.

Still, should that Order not be responded to before the commencement of the next Session, and should there not be an ample supply of eligible students for this Class from the Superintending Surgeons of Divisions, I would recommend that some further and comprehensive measures be adopted for placing the Hindustani Class on an efficient footing. For the last 5 years it has not been found possible to maintain this Class at its authorised strength, whilst the character of a large number of its members has been unsatisfactory.

The duties which the Native Doctor is called on to perform are of the most responsible nature, demanding that the person entrusted with them possess not only a considerable amount of scientific knowledge, but also be thoroughly conscientious, trustworthy, and respectable in character.

Whilst admitting that in this Class we have a number of respectable good lads who turn out well, I am nevertheless compelled to state that a large number of the members recruited for this class are unfit for the duties for which they are intended. In some cases, moreover, there is good reason for believing that lads enter the class merely for the sake of enjoying the stipend for as long as they may be permitted to hold it. In this way, a considerable number of the members of this Class are yearly removed from the College.

The Native teachers have reported very unfavorably of the progress of a considerable number of the students who have entered the Class this year.

During a portion of the Session, the conduct of the Class, generally, with the exception of the Senior students, was very unsatisfactory, so much so, that the College Council determined that the Good Conduct Medal of the Class should be withheld in the present Session.

I am happy, however, to be able to add that there has been a marked improvement in the conduct of the Class during the latter part of the Session.

Taking into consideration the facts that the proper recruiting ground for this Class is Behar and the N. W. Provinces, and that a Medical School has been established at Agra for the instruction of Native Doctors, it became a question whether the Agra School might not be so improved and developed as in the course of a few years to undertake the sole training of Military Native Doctors, leaving the Calcutta College to teach Medical Science in English and Bengali only.

At the suggestion of the Director of Public Instruction, this question was referred by the Government of Bengal to that of the North Western Provinces in the month of March last. In reply, the Secretary to the Government of the North-Western Provinces stated that, the Agra School was not yet in a position to provide for the accommodation and tuition of more than one half the number of Native Doctors now required to meet the demands of the service; and whilst His Honor the Lieutenant Governor promised that the subject should be kept in view, he deprecated any attempt to abolish the Military Class in this College. It is probable therefore that it must be some years ere the education of this Class of public servants can be provided for elsewhere, and it becomes necessary that no relaxation take place in the adoption of measures both for increasing and improving the Military Class in this College.

Although the admissions during the present Session have exceeded the average of the past ten years, they have not been sufficient to place the Military Class on a numerical footing equal to provide for the requirements of the State.

During the past Session, the following measures have been carried out, calculated to render this class more attractive.

The stipends of its members have been raised from Company's Rs. (5) five to Company's Rupees (6) six per mensem, whilst the students have been relieved of the expense of paying for a Uniform on entering the College, which pressed on their slender means.

The measures which I would propose for providing for the efficient recruiting of this Class in future, supposing that a due supply of eligible recruits do not join the College before the 15th June next, are the following:—

I would suggest that twenty-five of the largest Dispensaries and Jail Hospitals in Behar and the North-Western Provinces be selected as training schools for the Military Class of this College, and that they each entertain and train hospital apprentices specially for our Military Class. These apprentices should be subjected to an Examination similar to that now undergone before Committees under Superintending Surgeons before they are entertained, and should be trained for one year, during which their intelligence and aptitude for the service should be tested.

No lad who might appear unlikely to turn out well should be sent to the Medical College, whilst those selected should be forwarded at the expense of Government. During this probationary period the Native Hospital apprentices should receive a stipend of Company's Rupees 5 per mensem.

To make this scheme complete and effective, a series of manuals in Hindustani in all the subjects taught in this College should be prepared, and printed at the expense of Government, and supplied to each training School, the apprentices being required to study the same during their probationary apprenticeship. In

this way they would arrive at Calcutta prepared to profit at once by the instruction of the College, as well as being to some extent trained as Hospital Assistants. It might ultimately be even found practicable to diminish the period of study of those students in the College from 3 to 2 years.

During the past year a scheme has been prepared by the College Council for carrying out the education of this Class as well as of the Bengali Class in a much more practical manner than has hitherto been the case.

At present, the students of the secondary Classes at the end of their period of study in the College, are subjected to an Examination in Anatomy, Materia Medica, Medicine and Surgery, for the Diploma of Native Doctor; this Examination having little in it of a really practical character, more especially as regards practical acquaintance with the minor duties properly pertaining to a trained hospital Assistant, as a Native Doctor should be. The very nature of this single Examination and the system of tuition has tended to make the practical duties of the Hospital subordinate to the lecture room, and thus, whilst the students of the secondary Classes have passed excellent verbal Examinations on systematic subjects, they have frequently been but imperfectly instructed as trained Hospital Assistants.

To remedy this, the Council proposed that the Examinations of these students for their Diplomas should be double, as is the case with the English Class; that the first Examination should test the student's systematic knowledge of Anatomy, Materia Medica, and of the Principles of Medicine and Surgery; whilst the second and final Examination should be thoroughly practical, and should include not only a sufficient knowledge of the practice of Medicine and Surgery, but should test the student's capabilities as a trained Hospital Assistant.

The scheme was sanctioned by the Director of Public Instruction, and has finally received the approval of Government, but it has not been hitherto possible to put it in operation, owing to the time

of the Native teacher of Surgery being taken up with the duties of a House Surgeon to the Hospital, whereby he is prevented from devoting sufficient time to the tuition of the Secondary Class pupils.

The employment of the Native teachers of Medicine and Surgery as House Surgeons entered in no way into the original plan of their appointments, and has only been rendered necessary to remedy an original deficiency in the Subordinate Staff of the Hospital. It is absolutely requisite for the efficient teaching of the Secondary Classes that these officers be relieved of all duties as House Surgeons, and required to devote their time in the Hospital entirely to the tuition of the pupils of the Military and Bengali Classes.

It remains for me to allude to the qualifications in English of the Military Class.

It having been found impossible to obtain lads for this Class already possessing a knowledge of English, an inducement to the acquirement of the language whilst in this College was held out by Government (in General Order No. 741 of 1859) by the offer of a bonus of Co's Rs. 250 to every student who, on leaving the institution, should be certified to possess a competent knowledge of the English language, and of Arithmetic as far as the Rule of Three.

In the present year, three students presented themselves for the English examination, two of whom passed it successfully, whilst the third candidate was remanded for two months.

The liberal Government bonus held out to this Class is inducing a considerable number of the lads in it to apply themselves to the study of English.

The Bengali Class.

At the conclusion of the session of 1858-59, fifty-nine pupils remained in the Bengali Class, whilst the names of 53 candidates for admission were sent in by Inspectors of Schools at the commencement of the present Session.

To 22 of these candidates stipends were awarded, yet 8 out of the number did not eventually join the College.

Of the remaining 31 applicants for admission on the free list, 17 did not join, so that the actual admissions for the year have numbered 28.

It is to be observed, however, that the nominations of Inspectors of Schools to this Class are restricted within certain limits, since it is hardly possible to provide for the instruction of more than 100 pupils in this Class. But for this restriction, therefore, many more students would join the Class than actually do so.

In order to compensate, however, for the large number of students who either do not join the College after nomination, or quit it within a few weeks, the nominations to the free list have been increased for the ensuing session.

During the Session, 26 students of this Class have either left the College, or been dismissed from it, 18 have obtained their Diplomas as Native Doctors, whilst 43 students remain in the Class at the close of the Session.

The number of students of the Bengali Class who leave the College during the first year is always considerable, and this is inevitable with the present mode of recruiting direct from Schools.

The lad from School arrives at the Medical College without the smallest practical knowledge of what he has to go through, and it is not surprising if many recoil before the ordeals of the Dissecting-room and the Hospital.

It is also probable that, in some instances, the nomination to the Medical College is accepted merely for the sake of the enjoyment of the stipend for a few months.

Notwithstanding defections, however, the Class maintains a fair average strength, and turns out a considerable number of well qualified Native Doctors.

The lads of this Class are, as a rule, respectable and well conducted. They are, however, in very many instances, exceedingly irregular

in attendance, both on lectures and at hospital, nor will this inveterate failing of want of punctuality be overcome until we have the means of providing for the residence on the College premises of the students of this Class, at least of those who have Hospital duties to perform.

At their final examinations, the Bengali Class students have acquitted themselves very creditably. It is felt, however, to be very desirable that their training should be less in the Class room, and more thoroughly practical than is the case at present, and the remarks which have been made regarding the alteration in the scheme of tuition of the Military Class, apply with equal force to this Class.

Of the 43 students who constituted the Bengali Class at the end of the Session, one was a Mahomedan, and 42 were Hindoos.

Of the Hindoos, 17 were Brahmins, 11 of the Koysto or writer caste, 7 of the Boydo or Physician caste, 2 of the Barber caste, 2 of the Kurmokar or Blacksmith caste, and 1 of the Sutgope or cultivator, and 1 of the Weaver or Tantee castes respectively, one being a Boystob or devotee.

The question of caste in reference to the Bengali Class is of practical importance.

It is frequently stated that the low caste man is likely to turn out the better public officer, as being less hampered by caste restrictions, which in many instances interfere with the proper performance of duty. Whilst admitting that this may be the case, I cannot forbear pointing out that, for the purpose of influencing his fellows and of discountenancing and correcting error, the high caste man has the manifest advantage, and that if we look to civilisation and the spread of the truths of science amongst the people, as the great object of our College, we must be well satisfied to see so many high caste men pass through it.

Having learned that students of this Class were settling themselves as general practitioners in the Mofussil, I applied for information on the subject to the Reverend Mr. Long, a gentleman who mixes largely with the native propulation in this part of Bengal,

and takes a warm interest in all that concerns their welfare and improvement.

The following is an extract from Mr. Long's reply to me on the subject :—

"Agreeable to your request, I send the following statement of facts that came under my notice respecting students of the Bengali Class, during a visit I paid last December to the Hooghly and adjacent Zillahs.

"To the west of Ghattal, I came to a village lying in the interior of the country away from a high road : there I saw a dispensary managed by a Doctor of the Bengali Class, he receives from a Native Baboo a salary of Rs. 28 monthly.

"In another place, between Ooterpara and Serampore, I found a Doctor of the Bengali Class in extensive practice bringing him between one and two hundred Rupees monthly. He was highly esteemed by the people and charged only 8 annas a visit as a fee.

"I was taken ill myself with fever at Barranuggur, near Calcutta, and one of these doctors attended me ; he charges one Rupee a visit by day, and two at night ; his fees amount to about 150 Rupees monthly.

"On enquiry, I have found that this Class of students is gradually getting into practice in various places, some among their countrymen, others on Railways."

"I am satisfied from enquiry in various quarters, that this Class is becoming more and more useful to the masses, and will eventually supersede those "legalised homicides," the village Kabirajes. It is to be regretted however, that they dispense dear European medicines, when cheap and efficient native ones are available."

These results are in themselves very satisfactory, and it is desirable that the College should be enabled to send forth such men in as large numbers as possible.

At the same time, however, it must be borne in mind that when the formation of the Bengali Class was sanctioned by Government, it was for the avowed purpose of supplying the Jail Hospitals in Bengal with Native Doctors, and therefore we have to enquire how far *this* end has been accomplished. It must be admitted that in this respect, the Class has in a great measure failed to fulfil its object, the Officers whom it has turned out, having in a large number of instances exhibited a want of subordination which has

unfitted them for public service. In some instances these officers have refused to proceed to particular stations, in others they have left their stations without leave.

During the past year, of 76 Bengali Class Native Doctors in the Government service, 14 have been dismissed, whilst 3 have resigned the service.

Of the 14 dismissals, three of the Native Doctors entered the service in 1854, one in 1855, four in 1856, one in 1858 and 5 five in 1859.

Of the above numbers, one was a converted Native Christian, 4 were Brahmins, 5 were Boydos or of the physician caste, 3 were of the Koysto or writer caste, and 1 was of the Talee or Shopkeeper caste.

Although these were for the most part high caste men, it would not be correct to assume that caste prejudices operated in bringing about their dismissals, and it is sufficient to point to the advantages which these men can command out of the service, to see that dismissal from it must in many instances be but a step to higher emoluments.

I would not suggest that any direct efforts be made to fill this Class with low caste men, nor do I think that such efforts would produce satisfactory results were they made; at the same time, some change is necessary to command a Class of more useful public servants than is produced at present.

To effect this, it will be requisite to recruit the students of this Class, intended for Government employ, in the manner already recommended for the Military Class, namely, from Jail Hospitals or dispensaries in which they shall have served an apprenticeship and subsequently during their stay in this College to cause them to reside on the College premises, and to be subject to the same discipline as students of the Military Class.

Anything like efficient discipline with students of this Class is at present impossible, and unless they can be subjected to as much discipline as the students of the Military Class, we shall never make them really useful Government Officers.

I am happy to say that a commencement of this experiment is likely to be at once made, the Commissioner of Cuttack having obtained the permission of Government to send to the Bengali Class on the stipendiary list, 2 apprentices from the hospitals in his division, to be educated as Native Doctors.

Were this plan carried out in each division, and were the lads so educated employed within their divisions, I believe that much of the difficulty now experienced with reference to these officers would be removed.

By carrying out this system of recruiting in the case of all men engaging to serve Government, and giving to such a preferential claim to the stipends of the Class, it would still be possible to allow lads intending to engage in private practice to enter the Class under existing rules as free Students, giving only to the most deserving of such free Students, any stipends which might be unappropriated by lads from Dispensaries.

In order further to provide for the efficient management of the Bengali Class, it is requisite that the appointment of "Superintendent," which was abolished on the death of the late pundit, Modhosoodoon Goopta, be revived.

I have found it impossible to carry out the management of this Class without requiring the Senior Native teacher to perform virtually the duties which formerly fell to the Superintendent, and which duties cannot under present arrangements be performed as efficiently as is desirable.

Museum.

Some interesting additions have been made to the Museum during the year.

These have included a series of wax Models illustrating skin diseases, and affections of the *os uteri*.

To the pathological department of the Museum, 39 specimens, illustrating interesting points in general and special pathology, have been added.

To the department of Comparative Anatomy and Zoology, 31 specimens have been added.

The nature of these specimens and the names of their donors are given in the tables appended to this report.

To the Materia Medica department of the Museum many additions have been made during the year, and by the assistance of the Native Teacher of Materia Medica, this important Section of the Museum has been greatly improved.

The Curator of the Museum, Dr. Crozier, has been engaged during the year in renumbering specimens, revising the Catalogue of the Museum, and preparing it for printing, and it is hoped that this may be effected ere long.

Dissecting Department.

The number of bodies brought to the dissecting rooms, shows that there has been a considerably larger amount of dissection practised during the Session just concluded than in any previous one.

472 bodies have been distributed to the English Class for dissections; 549 to the Secondary Classes for the same purpose; 110 bodies have been devoted to illustrating Lectures on Anatomy, and 56 for Lectures on Operative Surgery.

Library.

A numerical statement of the condition of the library, as to numbers of Volumes contained in it, is appended to this report.

There has, however, been an addition made to the library during the year which merits special mention.

This addition is announced in the following Extract from the will of the late Sub-Assistant Surgeon Issur Chunder Gangooly, late in charge of the Howrah Dispensary, who died during the year 1859.

"I give and bequeath all my Medical and Scientific books, of which a list will be found in my note book marked No. 2, and which amount in number to upwards of two hundred Volumes, to

the Medical College of Calcutta, for the use and benefit of the Students of that College."

On the occasion of this gift being communicated to the College Council, that body recorded the following resolution regarding it :—

"Resolved, that this Council do place on record the expression of its high appreciation of the gift of the late Sub-Assistant Surgeon, Issur Chunder Gangooly, and its gratification on receiving this proof that one of the most respected of the Alumni of the Medical College not only carried with him through life a kindly feeling towards the institution, but sought by his last act to promote its usefulness after his death.

"Further resolved, that the circumstances attending this gift be communicated to the Director of Public Instruction for the information of Government.

"Also resolved, that this resolution be printed and a copy of it hung in a conspicuous place in the College Library.

"Also resolved, that copy of this resolution be forwarded to the heir of the late Sub-Assistant Surgeon, Issur Chunder Gangooly."

The Hospital.

Although a detailed report on the Hospital is made to the Director General of the Medical Department, it is still desirable that I should allude in this report to that institution considered educationally, since it is in its wards that the Student is called upon to satisfy himself of the reality of the facts which have been communicated to him in the Class-room, and to apply those facts to the great ends of his profession.

In speaking in this place of the Hospital in an educational point of view, let it clearly be understood that I place this purpose of the institution (important and useful as it is) entirely subordinate to its real and legitimate end in the cause of humanity, namely, the relief of human suffering.

If our Clinical Clerks and Dressers are enabled to derive instruction from the sufferings of the unfortunates in our wards, it is still only whilst engaged in relieving those sufferings. It is a rule in

this Hospital that every student shall be a Clinical Clerk or Dresser an arrangement which is much to be commended, since every student has some amount of duty to perform, and is in no case a mere spectator.

In proportion to the completeness with which this arrangement is carried out, will the immediate efficiency of our students on leaving the College depend.

In estimating the value of the education given in the Medical College, it is not sufficient to confine our consideration to the knowledge comprised under the exact sciences which are taught in our Class-rooms; we must also take into account the great value of the moral training in our Hospital.

It is an established maxim in Medical Ethics, that human suffering, sweeps away every distinction, and entitles the sufferer equally to the Physician's care, whatever be his race, creed, or condition.

This great principle we adhere to; and perhaps the most gratifying evidence of the importance of the instruction imparted in the Medical College is exhibited in our Hospital wards, where Christian professors, with teachers and pupils of all creeds, cordially unite in the same work of benevolence and humanity, extending their aid equally to all.

As a school of Medicine and Surgery, the Medical College Hospital affords great advantages to the student.

In our European wards 2,282 patients, and in our Native wards 2,228 patients were treated during the year 1859: whilst in the Out-door Dispensaries 13,430 male patients, and about 3,600 women and children obtained relief during the year.

In the Eye Infirmary, under the pains-taking and able Professor of Ophthalmic Surgery (Dr. Archer), 2,426 out-door patients and 522 in-door patients have received relief for diseases of the eyes during the year; whilst 183 operations (including 116 for Cataract) have been performed during the year by Dr. Archer. So that upwards of 24,000 persons have received treatment during the year in the Hospital and in its dispensaries. In availing themselves of these opportunities for the practical study of disease, our students

have the advantage of having their College Professors as their Clinical teachers in the Hospital.

In the Medical wards, the Professor of Medicine, Dr. Goodeve, has devoted a large portion of time daily to these duties, and the College and Hospital are fortunate in having the services of a Physician at once so able and conscientious as this gentleman.

In the Surgical wards, Professors Fayrer and Partridge have devoted much time to their patients and pupils.

In the hospital, 93 operations (chiefly major ones) have been performed, whilst in the Out-door Dispensaries the number of minor operations has hardly fallen short of fifteen hundred. Moreover, the major Surgery of the hospital is rapidly increasing under our able and pains-taking Surgeons.

In the Midwifery wards, under the superintendence of Dr. Wilson, the able Professor of Midwifery, the same desire on the part of the indigent, whether European or Native, to avail themselves of the advantages of skilled Medical assistance does not manifest itself as in other departments; and though 85 confinements have taken place in the Midwifery wards during the year, this number is not so large as might be looked for.

Before concluding this report, I desire to acknowledge the assistance and support which I have received from my colleagues in the College Council during the past year.

All questions involving changes in the established system of the College have been referred to that body, and have received from it careful and impartial consideration.

I desire also to state my satisfaction with the manner in which the Native teachers have carried out the instruction of their Classes during the year. The generally creditable manner in which the secondary Class pupils have passed their final examinations has shown that their Teachers have been diligent in instructing them.

Tameez Khan, the Native teacher of Anatomy, is especially to be commended for the large amount of time which he has devoted to his College duties.

Baboo Ramnarain Dass still maintains the high character which he has long borne for ability, and maintains in a worthy manner the character of the Class of public servants to which he belongs.

Baboo Shib Chunder Kurmokar has suffered from very indifferent health, but has taught his Classes successfully, and has rendered me much assistance in the general management of the secondary Classes.

Baboo Prosunno Coomar Mitter is also deserving of praise for the manner in which he has performed his duties during the year.

ANNUAL Return of Specimens contributed to the Medical College Museum, during the year 1859.

Date.	Preparations.	Donors.
	MORBID ANATOMY.	
	Caries of Scapula, ...	Gopaul Chunder Dutt, Student.
	Left Lung with Emphysema and an irregular opening communicating with the cavity of the Chest, ...	Dr. Eatwell.
	Liver affected with Cirrhosis, ...	Nilmadub Mookerjee.
	Large Intestine showing sloughing of the mucous membrane especially of the cœcum into which the lower portion of the ileum is invaginated, ...	Dr. Eatwell.
	A monstrous Fœtus, ...	Dr. Lazarus.
	Brain and Temporal bone of same side from a patient who died of Otitis, showing a small abscess in the brain and the membranes covering the same in a mortified state and of a green colour, ...	Dr. Eatwell.
	A Fibro-adipose Tumour, ...	Professor O'Shaughnessy.
	A Liver with a large Abscess, ...	Nilmadub Mookerjee.

Date.	Preparations.	Donors.
	A Large Spleen in a Gangrenous state and a Stomach with congested mucous membrane, from an European patient who died of intermittent fever, ...	Dr. Eatwell.
	Pancreas and Stomach of a Sepoy who died from repeated attacks of vomiting of blood from the rupture into the stomach of an aneurism of a branch of the pancreatic artery caused by a bullet passing through the abdomen, ...	J. Fairweather, Surgn.
	Abscess of Liver opening into the Colon, ...	Dr. Goodeve.
	Diseased Knee joint, ...	Dr. Partridge.
	Emphysema of Lung, ...	Dr. Goodeve.
	Syphilitic destruction of hard palate, ...	Tameez Khan, Sub-Assistant Surgeon.
	A Cartilaginous tumour of finger,	Dr. Fayrer.
	Simple fracture of neck (Surgical) of Femur and Trochanter major, ...	Dr. Fayrer.
	Peyer's glands ulcerated, ...	Dr. Eatwell.
	Diseased Knee joint, ...	Dr. Fayrer.
	A Scrotal tumour weighing 13lbs,	Dr. Fayrer.
	A Scrotal tumour weighing 9 lbs.	Dr. Fayrer.
	Index finger amputated for disease, ...	Dr. Fayrer.
	Anchylosis of elbow joint following fracture, ...	Dr. Fayrer.
	Disease of Hip joint, ...	E. L. Kock, Student,
	Dislocation of head of Radius on the anterior surface of the Ulna (old), ...	Tameez Khan, Sub-Assistant Surgeon.
	Fracture of the lower third of Radius, no union on account of old age and debility, ...	E. L. Kock, Student.
	A Scrotal Tumour weighing about 4 lbs, ...	Dr. Partridge.
	Necrosis of lower jaw, ...	Dr. Fayrer.
	Scrotal Tumour, ...	Dr. Partridge.

Date.	Preparations.	Donors.
	Penis and Testis after the removal of a scrotal tumour showing-secondary adhesion, ...	Dr. Fayrer.
	Angular union of fracture of Humerus at its lower third, ...	Mohendronath Sircar.
	Larynx and Pharynx ulcerated,...	Dr. Bailey.
	Rupture of the Heart from fatty degeneration, ...	Dr. Mountjoy.
	Microscopic Preparations.	
	MORBID.	
	Fatty degeneration of Muscular Tissue of Heart, in fluid in a Cell, ...	W. Crozier, Surgeon.
	Ditto, Ditto, Ditto, ...	Ditto.

Comparative Anatomy and Zoology.

Date.	Preparations.	Donors.
	Sorex Giganteus (a Musk rat) ...	
	Psittacus (Sulfureus) (a Cockcatoo) ...	
	Falco Callius (a Falcon) ...	
	Presbytes Cephalopterus (a Monkey from Ceylon). ...	
	Paradoxurus Typus (a Musang)	Tameez Khan, Sub-Assistant Surgeon.
	Herpestis Griscus (a Mungoose)	
	Pteropus Edulis (a large frugiverous Bat, very numerous here.) ...	Mr. Pingault.
	Ditto ditto ditto ...	Mr. Pingault.
	Platanista Gangetica (the Gangetic Porpoise) ...	Kany Lall Dey.
	Felis Tigris (Tiger Skeleton of)	Barrackpore Park.
	Scolopendra Borbonica (a Centipede) ...	

Date	Microscopic Preparations.	Donors.
	Ghariatis Gangeticus (a young long-nosed Crocodile). ...	
	Sciurus (a Malabar Squirrel)...	
	Sorex Giganteus (a Musk rat)	
	Rana Bengalensis (a Frog) ...	
	Mus Rattus (a Rat) ...	
	Emys Punctata (a River Tortoise) ...	
	Strix Javanica (an Owl) ...	
	Ursus(Black Bear, Skeleton of)...	Barrackpore Park.
	Felis Tigris (a Royal Tiger, bones of) ...	Tameez Khan.
	Ditto, Kidneys of, ...	Ditto.
	Struthio Camelus (Ostrich, Penis of) ...	Dr. Crozier.
	Manis Pentadactyla, (Pangolin. Tongue and Larynx) ...	Mr. Cullen.
	Macropus Major (Kangaroo, Heart of) ...	Barrackpore Park.
	Ditto Brain ..	Ditto.
	Ditto Mamma ...	Ditto.
	Tropidonotus stolatus(Grass snake)	Dr. Chuckerbutty.
	Delphinus Globicephalus (Dolphin) Female Organs, ...	Mr. E. Blyth.
	Ditto (Kidney.) ...	Ditto.
	Ditto (Stomach.) ...	Ditto.
	Felis Leopardus, (Leopard) ...	Barrackpore Park.
	NATURAL.	
	Muscular Tissue from preserved salted Salmon, in fluid in a cell a longitudinal section. ...	Dr. Crozier.
	Ditto ditto, a transverse section.	Dr. Crozier.
	Tricocephalus dispar Male and Female. ...	Dr. Goodeve.
	Ditto ditto ditto. ...	Dr. Crozier.

CIVIL ENGINEERING COLLEGE.

FROM THE REPORT OF THE OFFICIATING PRINCIPAL, MAJOR GEORGE CHESNEY.

I HAVE the honor to submit my Annual Report for the Session 1859-60.

At the termination of the previous Session there were 66 Students in College, viz. :—

In the Senior Class, ...	19
In the Junior Class, ...	47
Total	66

of these—

17	obtained certificates of qualification for different grades of the Public Works Department, of whom one died before he obtained his appointment.
14	(chiefly out-students) left the College without qualifying.
1	was removed.
Total, ... 32	

leaving 34 students on the 1st June 1859; these were joined by a new class of 55, making a total of 89 students at the commencement of the session. The qualifications for admission were the having passed the University Entrance Examination, or a similar one which was held here, with the assistance of the Professors of the Presidency College, at the end of the vacation.

Many more candidates came forward for admission a few days after the beginning of the term, but as our rooms could hardly contain those we had, we were obliged to refuse them admission.

The College course extends over three years, and thus there should be always three classes in College, but as the present Senior Class did not join until the first set had been one and a half years in College, and the latter left at the expiration of 2½ instead of 3 years, it follows that at the beginning of the session under review, there were still only two classes; the full number was not completed until June 1860.

Up till the time now treated of, the College Staff consisted of the Principal, who performed the duties of Professsor of Engineering, and the Professors of Mathematics and Surveying. A Professorship of Engineering was sanctioned, but no one was forthcoming for the post, and as the three abovenamed were insufficient for the duties of the College, I recommended in my No. 256 of the 14th March 1859, that an Officer of Engineers should be appointed as Assistant Professor of Engineering, and a Master of Drawing; their united salaries being less than that sanctioned for the Professor of Engineering. The proposal was sanctioned by the Government, and in August 1859 Lieutenant H. T. Gordon was appointed Professor of Constructive Design, and Mr. C. Grant, Drawing Master, and these gentlemen joined their appointments in the beginning of that month.

The arrangements for teaching were then as follows :—

The Professor of Mathematics taught all classes in Mathematics.

The Professor of Surveying taught all classes in Surveying and Topographical Drawing.

The Principal took the Senior Class in Engineering.

The Professor of Constructive Design took the Senior Class in Engineering Drawing, and the Junior in Engineering.

The Drawing Master taught the Junior class Engineering Drawing.

The Professor of Surveying also gave a lesson in Landscape Drawing, once a week, to each class.

In November the Senior Class proceeded to Dum-Dum, where they executed a small preparatory Topographical Survey, the whole class gnikrow together under Major Sherwill's inspection. At the end of

the month they moved to Raneegunge, where they were divided into parties of five or six, and each party executed an independent survey. They returned to Calcutta in the early part of February.

While the Senior Class was at Raneegunge, the junior was moved out to Dum-Dum, and executed a series of surveys of the simpler kinds, returning to Calcutta at the termination of the cold season.

As Major Sherwill's presence was constantly required with this class while it was in the field, Lieutenant Gordon volunteered to take charge of the Senior Class at Raneegunge, and remained with them while they were employed there.

The Annual Examination was held at the latter end of March and beginning of April, and was conducted by the Staff of the College.

The Professor of Mathematics and the Principal, examining in Mathematics.

The Professor of Constructive Design, and the Principal, in Engineering.

The Professor of Constructive Design, in Estimating.

The Professor of Surveying, in Surveying.

The Drawing Master, in Drawing.

In the last two subjects, however, the examination forms but a slight part of the test; the major part of the marks allowed being assigned to the work done during the term.

The Examination was, of course, conducted in the usual manner, by printed papers. The tables of the marks gained accompany this report, I will only therefore make the following brief remarks :—

In Mathematics the results were not satisfactory, the students being generally wanting in knowledge of the lower subjects, and being decidedly bad in Arithmetic and Mensuration. They come here certainly very badly grounded in these subjects, and though the practice is to require them to commence at the beginning of the course, there is practically a good deal of difficulty felt in keeping them sufficiently long in the lower subjects.

In Engineering the Senior Class did fairly; the Junior Class cannot be said to have studied Engineering as yet, but they generally have acquired a fair knowledge of the elementary rules of construction.

In Drawing the progress has been very satisfactory, some of the students have executed very creditable specimens of Mechanical Drawing.

The Surveying course has been very satisfactorily carried through by the Professor in charge, and this is one of the few subjects which we can be sure we are teaching in a way to make their training really serviceable to the students afterwards.

A considerable number of the students qualified at the examination for different grades of the Public Works Department, but only 11 of them applied to be appointed to the Government Service, the remainder preferring to remain on for a third year to complete their course.

The conduct of the students during the term has been satisfactory.

* * * *

In conclusion I may observe, that the College continues to labour under the disadvantages which it has suffered from since its first establishment. The staff is not strong enough to teach effectively; the premises are cramped and inconvenient, and there is a want of apparatus, models, and machinery of all kinds,—things which are as necessary for a School of Engineering as books are for any other place of instruction.

CALCUTTA MUDRISSA,

ARABIC DEPARTMENT.

FROM THE REPORT OF THE PRINCIPAL, CAPTAIN W. N. LEES, L. L D.

This Department contains 88 students, who are divided into 5 classes, containing respectively 14, 14, 23, 19, and 18 students. The 1st and 2nd classes competed for Senior, and the 3rd and 4th classes for Junior Scholarships, the 5th class only remaining for examination.

Of this class 18 students presented themselves for Examination. They had read during the Session, 100 pp. of the Nowadir-al-Qalyoobi, 106 pp. of the Nofahat-al-Yaman, 112 pp. of the Hidayat-al-Naho, and 64 pp. of the Fasool Akbaree.

This class was examined by Moulvee Mahomed Wujeeh, the Head Professor, who submitted the following Tabular Report. The Moulvee has recommended four students for Prizes, but it will be sufficient if two out of the four are rewarded.

"It appears by the examination of the students of Fifth Class that their teacher has taken great pains with them, and they have studied assiduously and well mastered the portions of study given them."

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SANSCRIT COLLEGE.

FROM THE REPORT OF THE PRINCIPAL,
MR. E. B. COWELL, M. A.

No. of Pupils.

On the 30th of April 1860, the number of pupils on the Rolls of the College was 268. They were classified as follows:—

Scholarship holders, ...	26
Vernacular Ditto, ...	20
Paying Pupils, ...	222
Total	268

* * * *

College Accommodation.

Up to the end of last year (1859), the College premises had continued to be occupied by the Military Department, and the College remained in the houses No. 110 and 92 in Bow Bazar, but its old premises having been vacated, it returned there in the beginning of the present year.

University Examinations.

In the late University Examinations Baboo Radha Gobind Moitrea, B. A., the fourth English Teacher, passed the B. L. Examination, and an ex-student of the College, Baboo Kristo Comul Bhattacharjya, passed the B. A. Examination, and was placed by the Examiners in the 2nd Division. I may be allowed to remark that the latter is the first instance of a Sancrit student who has won a degree in the University. He was examined in Sanscrit as the second language. In the Entrance Examination, eleven students entered their names; of these one did not appear, and four passed, one of whom was placed in the first division.

College Examinations.

In the Junior classes, two Examinations were held during the past year, one in September, and the other in April. A special Examination was held at the beginning of September in Sanscrit Grammar for the 5th and 6th classes; and as I was very anxious to stimulate the pupils of these two Literature classes to a thorough proficiency in Grammar (the 7 classes below them being peculiarly Grammar classes) I added some special prizes for proficiency in this important branch of Sanscrit study.

Scholarships.

The Examination for Junior and Senior Scholarships was held in the second and third weeks of April, and the following is the list of subjects for Examination. The students of the fourth as Rhetoric class, were examined in the studies of the year, and their examinations were partly written and partly oral. The subjects of the second and third classes embraced a wider range. Besides papers in Hindu Logic and Law, and (for the second class) the subjects for the University Entrance Examination next year,—they were also examined in certain portions of Rhetoric, as well as in a difficult work of Rhetorical Sanscrit prose (the first part of the Kadambari); and papers were set for translation into Sanscrit from English and *vice versâ*, as well as an Essay in Bengali. Their Examination was conducted entirely on paper, with the exception of the English literature of the third class. The results of the Examination, on the whole, were quite satisfactory.

* * * *

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
11	1	3	7

HOOGHLY COLLEGE.

Arabic Department.

FROM THE REPORT OF THE PRINCIPAL, Mr. R. THWAYTES.

Scholarship Examinations.

Four Students of the 1st Class competed for Senior, and eight of the 2nd and 3rd Classes for Junior Scholarships. They were examined in the College Hall in March last in questions set by Captain Lees, the Principal of the Calcutta Mudrissa. The following is the report of that Officer on the result of the exa-exminations :—

"None of the candidates from the Hooghly College have gained the necessary number of marks to entitle them to Scholarships, Senior or Junior, but those students have hardly received fair play, and they have complained to me that they were not taught some of the books appointed for the examination."

"As Examiner I am unable to adjudge the Scholarships, but I would recommend that the two students who have obtained the highest marks in each grade, be awarded Scholarships. It should, however, be with the understanding that they are tenable for but one year."

Students who have obtained Scholarships :—

Senior,	Abdool Quadir,	15	Rupees.
„	Abdoor Ruheem, I,	15	„
Junior,	Muzhurool Huq	8	„
„	Abdoor Ruheem, II,	8	„

4th Class,

The students of the 4th Class only (three in number) did not compete for Scholarships, they therefore underwent the Prize examination, and their acquirements were tested by Mouluvee Mahomed Mustaqim, 2nd Mouluvee of the Hooghly Mudrissa, who reported the result of the examination to be "favourable," and recommended Abdool Azeez for a prize.

Remarks.

The number of pupils studying Arabic in this Department has fallen off very much of late years. Various causes have conspired to bring about this result. The scholarship examination is severer, consequently the Mouluvees are not so ready to board and lodge pupils as they used to be, when the Scholarships were easily attainable, and therefore the chance of remuneration from them almost amounted to a certainty. Again a large number of Mudrissa students had free quarters in the Imambarrah at Hooghly, but such support is not so freely given now. The advantages attending a purely Arabic Education, so far as success in life is concerned, are few, and all experience teaches us that knowledge of any kind is rarely sought for its own sake.

Arabic Library

The Library contains 3,379 volumes, most of them are unbound, 160 vols. of these have been circulated amongst the Mouluvees and their pupils. The books are in a good state.

HINDU SCHOOL.

FROM THE REPORT OF THE HEAD MASTER, MR. D. CARNDUFF.

At the beginning of the Session the fees were, by order of the Director of Public Instruction, raised from Rupees five to seven per month. The immediate consequence was a great reduction in the numbers in attendance. The numbers fell at once from 490 to 370. Considerable pains were taken to ascertain the real cause of this falling away, and the invariable result was, tne parents felt themselves unable to pay the enhanced rate of fees.

The reluctance manifested by parents to the withdrawal of boys from the School was often very great, and it was painful to hear their expressions of regret at being unable to afford to their sons what they considered so essential to their advance in life—an Education at the Hindoo School. Many at considerable inconvenience to themselves continued their boys at the School, month after month, in the hope that Government would be induced to listen to their petitions and restore the former rate. It was only when all hope of this was lost that they reluctantly withdrew their sons, and the numbers then fell to about 320, at which it remained to the end of the Session. One bad consequence of this increase in the fees is, that it was precisely those boys who reaped most benefit from it who were forced to forego its advantages—those who had their way to make in the world, and were striving to accomplish it. They are naturally more inclined to hard study than their more wealthy neighbours, and were generally the boys who were looked forward to as the future ornaments of the institution The increase of fees has in a great measure made good Mr. Woodrow's statement about this School in his report for the preceding year:—"The sons of the richest citizens of the Metropolis are congregated together in the Hindu School. Few, very few, of these wealthy students pass the Rubicon of the Entrance Examination, and gain admission to the College." This circumstance cannot but have a depressing effect

on the Officers, and has been severely felt by the Masters of the various classes.

The average of the Daily Return of attendance for the Session is.

Present.	Absent Without leave.	Absent Sick.	Absent With leave.	Total On the Roll.
282.74	23.96	17.73	12.7	337.13

The income of the School from all sources has been Rs. 20,292 0 0
The Expenditure ..... Rs. 17,700 5 0
Leaving a balance in favor of the School Rs. 2,591 11 0

The discipline of the School has been fully maintained, and a very commendable pride in the character of the School is manifestly increasing among the boys, especially of the higher classes.

At the end of the session the School was removed to its own building in College square. The change is a great advantage on account of the superior accommodation its own premises afford.

There were 34 boys in the first class at the end of the Session. The whole class went up to the Entrance Examination, and the result was,—passed in the higher grade 6, passed in the lower grade 14, total 20, or about 59 per cent. The proportion of all the successful candidates who competed this year at the University and Entrance Examination was 34 per cent.

* * * *

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
34	6	14	14

COLOOTOLLAH BRANCH SCHOOL.

FROM THE REPORT OF THE HEAD MASTER, BABOO PEARY CHURN SIRCAR.

THE number of pupils on the 31st of December 1859 was 379, against 415, the number at the close of the previous Session ending on the 31st of March 1859.

The falling off was owing entirely to the raising of the tuition fees from four to five Rupees a month. Only the lower classes however, were affected; the last, the most. Almost all classes of the native community consider it an extravagance to pay Rupees 5 monthly for the instruction of their children in the A. B. C. and the Primers for the first two years' course, for which portion at least they believe, they can find competent teachers in several other Schools where the fees are much lower.

In consequence of the diminution of the number of pupils, the services of the 16th teacher were dispensed with in the beginning of the Session, and those of the 14th and 15th Masters respectively, in November and December last.

The average daily attendance during the Session was 354.

There were only 1 Christian and 3 Mahomedan lads, all the rest being Hindus.

The number of non-paying students was 18, all of whom had been transferred from Vernacular and Anglo-Vernacular Schools in the Mofussil,—8 with stipends, and 10 with free cards.

The tuition fees, together with fines realized during the Session, that is, from the 1st of April, to the 31st of December 1859, amounted to	Rs.	17,623	0 0
And the Establishment charges, together with other items of expenditure, amounted to	Rs.	10,409	1 8
Leaving a surplus of	Rs.	7,213	14 4

From the 1st Class, 19 boys passed the Entrance Examination with success, of whom 6 have been ranked in the first Division and 18 in the second. Only two of these, however, have obtained Junior Scholarships, no more being available. The very small number of Junior Scholarships allotted to this school has long been felt as a source of great discouragement to successful candidates, especially as many of them, from inability to pay the high fees required in the Presidency College, are obliged to discontinue their studies, or to seek some sort of professional education or apprenticeship, which they would not otherwise think of so early.

* * * *

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
44	6	13	25

CALCUTTA MUDRISSA.

ANGLO-PERSIAN DEPARTMENT.

FROM THE REPORT OF THE PRINCIPAL, CAPTAIN W. N. LEES, L. L. D.,

HEAD MASTER—MR. J. K. ROGERS.

The Examination for Entrance into the Calcutta University took place in December last, and the usual Annual Examination of this Institution was held in the month of January 1860, instead of in the month of April, as before.

The First Class contains seven Students, six of whom went up for the University Entrance Examination. Out of these students two passed in the second Division.

The Anglo-Persian Department was examined in English by Mr. J. Sanders, the Officiating Professor of Literature, Presidency College, who reports as follow :—

"Having examined the Anglo-Persian Department of the Calcutta Mudrissa, with the exception of the First and Eighth Classes, I am happy to state that, on the whole, and with due allowance for the shortness of the session, the result has been very satisfactory.

"Generally, the improvement in the different particulars noticed in my report upon the preceding session has been maintained. The higher classes, however, discover a falling off in their "English Explanation," which is scarcely compensated by a somewhat greater mastery than formerly of their lessons in Grammar. The Fourth Class excels the others in "Explanation;" but the Fifth bears away the palm in Geography.

"As usual at this Institution, the Fourth Class, and the classes below it, display proportionally more proficiency than the second and third. The Second Class, indeed, which as the third of the year before was mentioned as being the worst in the School, still shows traces of that deficiency.

"In respect to the Mathematical branches, the examinations in that department of late years having been conducted by Mr Rees, I am unable to institute a comparison with previous Sessions; and shall merely remark that the degree of progress evinced is suitable to the standing of the pupils. The papers in Geometry and those in Fractions were particularly good. As a matter not wholly beneath consideration when the study of English is combined with that of Arithmetic, I should recommend the issue of instructions to the Native Masters to habituate their pupils, and indeed themselves, to observe that usage of our tongue which, in naming numbers, or writing them at length, requires the insertion of the conjunction "and" between the word "hundred" or "thousand," and the "ten" or "unit" immediately following it. For instance, if an educated Native be asked the date of the current year, the chances are that he will say "*Eighteen hundred-fifty nine.*" When expressions, English in sound, but Vernacular in idiom, like this, have become habitual to the boy at School, the difficulty of inducing him afterwards to adopt the correct phraseology increases in proportion, too often to his consciousness of general excellence as an English Scholar."

Persian Examination.

The Anglo-Persian Department was examined in Persian by the Principal, who reports as follows:—

"This year the Senior Classes acquitted themselves with a little more credit than last year. They are, however, still deficient, the students frequently giving the literal meaning of the words of a verse without understanding the sense.

"The 3rd, 4th, and 5th classes passed fair Examinations, and the 6th, on the whole, do their Master, Moulvee Golam Hyder, credit. The boys of the 5th class, though they seem to have studied Grammar, and to have acquired some knowledge of it, however failed every one to conjugate the Verb *Budan*. This ought not to be.

"The Junior Classes, the 7th and 8th, under Moonshi Tofuzzul Hossain, have fallen off since I last examined them—What they had read, they, for the most part, knew pretty well, but they have not been well taught, and I fear their Teacher, though I have been at much pains to explain to him the method of teaching on improved principles, has not yet wholly divested himself of his predilections in favor of the Mianjis schools. Many of his Scholars had been taught to read without knowing the meaning of what they read, and parrot-like repeated their words as do the boys of a village school."

Oordoo Examination.

Moulvee Kubbeer Ooddeen Ahmud conducted the Examination in Oordoo. His report is subjoined. :—

"Agreeably to your instructions, I examined the Anglo-Persian Department of the Calcutta Mudrissa in Oordoo, on the 5th, 6th, and 7th December last.

"The number of students in the lists was 67, of whom 5 were absent. The remaining acquitted themselves satisfactorily, with the exception of a few boys."

Bengali Examination.

Baboo Ram Chunder Mitter, Professor of Vernacular Literature, Presidency College, examined the students of the Anglo-Persian Department in Bengali. His report is annexed :—

"In conformity with your request I examined the Bengali Class of the Calcutta Mudrissa College on the 1st instant. Considering the shortness of the period allowed in the present session, I think the progress made in Bengali by the students in general, is creditable."

* * * *

Pundit Mooktaram Vidyabagish, the late Head Pundit, Anglo-Persian Department of this Institution, died on the 1st April 1860. Pundit Joy Gopal Surma, the late Head Pundit of the Government Patshalla, was appointed Head Pundit of this Institution on the 30th April 1860.

Mooktaram Vidyabagish was a Pundit of rare acquirements. Possessing a good knowledge of Sanscrit as a language, and a general acquaintance with Hindu Literature and Philosophy, he would have maintained the position of a man of learning in any society of his countrymen. His speciality, however, was Law, and in this branch of knowledge there was no Pundit in Calcutta who held a higher place, or was more frequently consulted, than the deceased Pundit. His equality of temper and his kindness of disposition peculiarly fitted him for an instructor of youth, and, with his many other excellent qualities, endeared him to his pupils, as well as to all who knew him. His loss is deplored, but not more deeply than it

deserves to be, for I regret to record that Pundits of the merit of Mooktaram Vidyabagish are now not often to be met with.

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
6	0	2	4

COLLINGAH BRANCH SCHOOL.

FROM THE REPORT OF THE PRINCIPAL OF THE CALCUTTA MUDRISSA, CAPT. W. N. LEES, L. L. D.

HEAD MASTER—BABOO CHOONY LOLL GOOPTA.

Changes.

Mr. Thomson, the Head Master, having been appointed Head Master of the Patna School, made over charge of his post in July last to Baboo Choony Loll Goopta, his successor, and late 3rd Master of the Anglo-Persian Department of the Calcutta Mudrissa.

In consequence of the increase of boys in the school, the services of an additional Master were required. Accordingly in August last, Baboo Gobind Chunder Bose, formerly a teacher in the Patna High School, was appointed Fifth Master. The pay also of the Second, Third, and Fourth Masters, was raised from Rupees (40) forty, (30) thirty, and (30) thirty, to Rupees (50) fifty, (40) forty, and (40) forty respectively, and that of the Pundit from Rupees (20) twenty to Rupees (25) twenty-five.

In February of this year again the increase to the number of the students necessitated the appointment of an extra Master, and Moonshi Kassem Ally, an extra Student of the Anglo-Persian Department, and a Junior English Scholarship holder, was therefore added to the staff on the 23rd of February last. The Pundit of the School also could not alone effectively instruct all the classes in vernacular, and as it was found desirable to introduce Urdu, the School was divided into two vernacular Departments. The Pundit had charge of one, and Moulvee Zoolfookur Ally, a distinguished Senior Scholar of the Arabic Department of the Mudrissa, was appointed Urdu Teacher, and placed over the other.

The system of pupil Teachers has been introduced into the School. Three students of the 1st class were directed in March last to devote two hours daily to the task of instructing some class.

Six students of the First Class were candidates for Entrance into the University, but of these only one passed his Examination successfully, and was placed in the Second Class of Merit.

The following is the report of Mr. Rogers, who conducted the Examination of the School in English :—

"In conformity with your instructions, I examined the Collingah Branch School just before it closed for the Christmas vacation. There were at the time 5 classes containing collectively 113 scholars, the majority of whom were Mahomedans. The 4th and 5th classes were subdivided into two and five sections respectively.

As the students of the First Class were candidates for Scholarships, I did not examine them, but all those of the other classes were examined by me in the different branches of their study with the exception of vernacular. The general result of the examination, considering the shortness of the session, was satisfactory, though there is yet room for improvement in certain subjects, more especially Mathematics and English Composition. The standard of study of the 2nd and 3rd classes was somewhat higher than at the previous examination, but still there was not a sufficient gradation, in this respect, between these two classes and the First. For instance, while the First Class read during the session under report, Thomson's "Winter," the Second and Third had, the one, the 2nd No. Poetical Reader (Gay's Fables), the other, the 1st No.—Algebra too was not included in the course of the Second Class.

* * *

Bengali Examination.

Pundit Ram Narain Vidyarutna submits the following report on the Examination in Bengali :—

"Agreeably to your instructions, I have examined the students of the Collingah Branch School in Bengali.

"There are five Bengali classes, but I examined four only, as the boys of the First Class went to the Town Hall to pass their Entrance Examination.

"The Second Class has two divisions, the first of which consists of 9 boys, and the second of 4 only,—altogether 13 boys. They read "Sutya Chundredoya," and Sanscrit "Upakramanika." I gave them a passage from

"Kathamala" to translate into English. They did it very well, and acquitted themselves quite satisfactorily.

* * * *

The examination on the whole was satisfactory. I recommend that one prize to each division of the classes may be given.

* * * *

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
6.	0	1	5

HOOGHLY COLLEGIATE SCHOOL.

FROM THE REPORT OF THE PRINCIPAL, MR. R. THWAYTES, B. A.

HEAD MASTER,—MR. W. J. TWENTYMAN.

8th year, Class. No. of boys 41.—This class consisted of 41 students of the average age of 17½ years, 38 of these were examined in Calcutta for Entrance into the University, of whom 10 were successful, 3 obtaining Junior Scholarships.

ANNUAL GENERAL EXAMINATIONS.—The Annual General Examinations of the remaining classes of the Collegiate School were conducted by the Officers of the Institution.

Mr. Graves, Junior, the examiner in Literature, reports :—

7th year, Class Sec. A 23 boys, Sec B 22 boys.—"The boys of this class have been reading a portion of the University Entrance Course for 1860. I gave them a passage from the "Pleasures of Memory" to render into prose. The passage happened to be one in which the words required little or no alteration; but my object was to see if they understood the grammatical construction. In this they acquitted themselves very creditably. They were not, however, so successful in explaining one or two historical and geographical allusions. Their parsing was very fair."

Mr. Ure, the examiner in History, reports satisfactorily on the progress of this class.

Mr. Twentyman, the examiner in Mathematics and Geography, reports :—

"The results of the examination in Mathematics, allowing for the shortness of the Session, are satisfactory, both as to the *quantity* read up, and the *quality* of the answers. I should notice that Arithmetic has not been neglected as heretofore; and that Baboo Dwarkanauth Chukerbutty who has taught the Mathematics of these Sections during the last few months, has conducted his duties with his usual steadiness and ability.

"Geography has been much neglected; I examined these students at the last examination, and they appear to have learned little or nothing during this Session."

The Head Pundit reports that the progress of the students of both Sections of this class in Bengali was "Good."

Mr. Graves, Junior, reports:—

6th year's class Section A 25 boys, Ditto B 27 Average age 15 ½ yrs,—"The subjects in Literature given for examination were portions of the Prose Reader No. 5, and the Poetical Reader No. 3. Both Sections of the class have been taught by Mr. Savigny during the past session. They were able to give the meanings of single words with sufficient readiness and accuracy; but with the exception of a few boys in each section, failed when asked to explain a sentence. I would not, however, attribute this to ignorance, but rather to their inability to express what they know. They have not had much practice in writing, and this year (for the first time) they were required to write their answers. Great allowance must therefore be made for them. On the whole, I think, the lads of Section B did better than those of Section A."

The Examiner in History reports:—

Section. A. "Two boys being absent, twenty-three underwent an examination in History; the text book being Goldsmith's Abridgement of the History of Greece, by Pinnock. The studies of the Section extended to page 127, or the first Persian Invasion. On adverting to the result of the examination, I, with much satisfaction, observe that, at least one of the Section, has won the highest number of marks. The rest of the Section may be thus classified. Good, 11; Indifferent, 12."

Section. B. "The History in use in this Section is the same as that in use in Section A, Goldsmith's Abridgement, as edited by Pinnock. During the course now approaching its close, the boys of this Section have been employed on the first 127 pages of the History of Greece, the result is creditable, as may be inferred from the subjoined statement.

"Good, 13; Indifferent, 9."

The Examiner in Mathematics and Geography remarks:—

"My remarks relative to the 7th year's Class apply in every respect to both Sections of this Class."

The examining Pundit reported the progress of the students of Section A to be "Good," and that of Section. B "Middling."

The Examiner in Arithmetic remarks:—

"Average per centage of marks, $54\frac{4}{11}$."

* * * *

Persian Teaching

The 33 Mahomedan Students attending the College and Collegiate School, study Persian during the hour their Hindu class-mates are engaged with the Pundit in learning Bengali. They are divided into three classes.

Mouluvee Mahomed Mustaqim, the 2nd Mouluvee of the Arabic Department of the Hooghly College, examined the students, and reports that the lads have made a satisfactory progress in their studies.

Mahomedan Students

Since the amalgamation of the Anglo-Persian and English Departments, the number of Mahomedan students has increased. Many of them have made highly satisfactory progress in their English studies, and have carried off Prizes in their respective classes. There is every reason to believe that Mahomedans are beginning to appreciate the advantages of an English Education.

English Library.

The Library is in excellent condition; during the past Official year it has received an accession of 335 volumes of useful and valuable works; the total number of books it contains is 4,610. Notwithstanding the stringency of the new rules enforced, 932 volumes have been in circulation.

Among the Officers of the College, ...	379
,, Students ,, ...	485
Gentlemen unconnected with College, ...	56
Teachers of the Hooghly Branch School, ...	12

A great number of works are daily borrowed from the Library during College hours, for reference, by the teachers and students.

The good order which now obtains in the Library, is in a great measure due to the exertions of Mr. Vogel, the Librarian, who takes praiseworthy interest in his work.

No. of Pupils on the Rolls.

Christians, ...	1
Mahomedans, ...	31
Hindoos,...	329
Total, ...	361

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
40	3	7	30

HOOGHLY BRANCH SCHOOL.

FROM THE REPORT OF THE PRINCIPAL OF THE HOOGHLY COLLEGE, MR. R. THWAYTES, B. A.

HEAD MASTER — BABOO NOBINCHUNDER DOSS.

* * * *

EXAMINATIONS.

1st Class, No. of boys, 21, Average age 17.—There were 21 students in this class in December last, 18 of whom were candidates for the Entrance Examination. Only 2 boys succeeded, Ramchunder Gupto and Kadarnauth Ghose, in the 2nd Division.

The other classes of the School were examined by the Officers of the College:

Mr. Graves, the Examiner in Literature and History, reports :—

The second class consists of 20 boys, of the average age of 16. Nineteen were present at examination.

"In Literature and History they had read, during the Session, portions of the Entrance Course for 1860.

"The tests of their progress were the following :—

"1st. To write from dictation some sentences from 'The pursuit of knowledge under difficulties.

"2nd. To give written answers to questions selected from the portion of history they had read.

"3rd. To answer in writing a paper of questions on Rogers' Pleaures of Memory.

"It was the first occassion on which the progress of the second class was tested by means of written questions, and the result was more favourable than might have been expected. On the scale of 100 marks for the three tests, as high as 77 were obtained, and the average was 52. There is therefore reason to hope that nearly all in the class will succeed in entering the

University a year hence, and some of them with credit. Having examined the higher classes of the Branch School at the close of three successive Sessions, I feel the more pleasure in being able to report so favourably on this occasion, from the recollection of the unsatisfactory result of the examination of the corresponding class in April 1858.

"The examination of the second classes of Collegiate Schools is now become an important one, as their next public test will be that of the University Entrance. It may therefore be worthy of consideration whether it would not be advantageous that in future the second classes of the Collegiate Schools should be examined by means of printed questions, and that any student failing to exhibit a sufficient elementary acquaintance with the several branches of study required for the Entrance Course, should be debarred from promotion to the preparatory entrance class."

Mr. T. P. Manuel, the Examiner in Arithmetic and Geography, remarks :—

"This class has passed a very fair examination; the result is creditable in all the four branches in which I had to examine it.

"Pundit Bhuggobanchunder reports that the students of this Class passed a "Good" examination in Bengali."

Mr. Graves reports :—

" The subjects for examination in the third class were portions of No. 5 Prose Reader, and of No. 3 Poetical Reader, and a few chapters of Grecian History.

" The class contains 30 students, of whom 29 were present.

"The result of the examination approached much nearer to being satisfactory than was that of the corresponding class in 1858, and it might be considered as tolerably fair, with the exception of the explanation and parsing of the Poetry, in which about three-fourths of the class failed, and none could point out the leading verb and its subject, in a given sentence. I must, however, in justice, observe, that I consider both the poetry and the prose as too difficult for the Class. The pieces given up were generally more difficult than the poetry of the Entrance Course. In former years, such books as Pope's Illiad and Odessey, or Dryden's Anead were assigned to 3rd and 4th School Classes. These were far better adapted to their capacities than what they are required to read at present. They took an interest in the narrative of the poem, while they acquired a collateral knowledge of ancient history, which enabled them when they trod the higher paths of English Literature, to comprehend the various allusions to ancient authors and ancient history. Being now required to read only short extracts from vari-

ous poets and prose writers, they enter the University without being familiar with any one author ancient or modern."

Mr. Manuel reports:—

"The boys of this Class have done very little. The subjects fixed at the opening of the Session have not been gone through. The first book of Euclid was fixed; they have nominally studied 23 Propositions, and it is evident to me that they must begin their Geometry again. Their attempts to define and demonstrate were certainly lame; and I have therefore given no marks in Euclid. It is to be hoped that next year will produce better results. In Arithmetic they are mere beginners; and their knowledge of Geography is pretty fair."

The result of the Bengali examination of the Class was reported to be "good."

* * * * *

Library. The number of volumes in store on the 1st May 1859, was 385, the number added during the year under report, 91, total 476. The number of volumes issued to the Masters and the boys during the year was 100. Excepting a large Atlas worn out by constant use, the rest of the books in the Library are in good order.

Conduct of Masters. The conduct of all the Officers in the discharge of their duties has been such as to give entire satisfaction.

Conduct of Students. In the early part of the preceding Session the behaviour of some of the classes was extremely unsatisfactory, the students generally manifested a spirit of insubordination and discontent; but during the Session under review not a single case of misdemeanour or breach of discipline, such as to call for serious notice, has occurred.

No. of Pupils on the Rolls.

Mahomedans, ...	3
Hindus, ...	225
Total, ...	228

No. of Students sent up to the University Entrance Examination.	No. passed.		Failed.
	1st Division.	2nd Division.	
18	0	2	16

DACCA COLLEGIATE SCHOOL.

FROM THE REPORT OF THE PRINCIPAL, MR. W. BRENNAND.

HEAD MASTER—MR. F. TYDD.

The Examination for entrance to the University, at which more than one hundred students were present, was held in the upper floor of the Dacca Mills. Out of 31 candidates of the Collegiate School, three succeeded in passing in the first division, and five in the second division.

The Examination of the classes of the Collegiate School commenced on the 24th November and continued till the 3rd December.

Second Class.

The second class was examined in Mathematics and History by Mr. Brennand, and in English and Geography by Mr. Tydd.

"The questions in Geometry, Arithmetic and Algebra were answered in a very satisfactory manner. In History also the progress of the class has been satisfactory."

The examiner in English says,—"The boys of this class passed a very creditable examination in No. 4 Reader, Prose, and No. 3, Poetry; and the answers to questions put to them, both in writing and orally, shew that their teachers have bestowed on the class all the attention that could be expected."

Mr. Tydd further remarks—"I examined this class in Geography; out of 28 boys present, only 15 studied the subject with a proper degree of attention."

This class was also examined in their Vernacular studies by Mr. Tydd, assisted by the Senior Pundit; they say,—"We consider the progress made by the students during the Session, satisfactory,

with the exception of those whose average mark ranges below 3. These are only 5 in number."

Third Class. The third class was examined in Mathematics by Mr. Brennand. He observes that,—

"The boys in general passed a fair examination in Arithmetic and Algebra, and in the few propositions of Euclid that they had read.

The examiner in English, Mr. Tydd, says,— "This class was examined in Prose, No. 3 Poetical Reader, and Lennie's Grammar. Out of 42 present, 27 were found qualified for promotion to the Second class, and the remaining 15 ought to stay in the class for another year. The number of boys in the class was rather large to be efficiently taught together."

Mr. Tydd also examined the class in History, and he says,— "The result of the examination in History of this class was almost the same as that of their literature, and the same remarks are applicable."

The examiner in Geography, Mr. Gunn, has not made any remarks on the examination in this subject, but it would appear from the low marks that have been awarded that the progress has not been satisfactory. Only 12 boys have obtained marks entitling them to promotion.

In the Vernacular, the examiners, Baboo Bistochunder Mookerjee and the Senior Pundit, observe— "We examined this class in Shama Churn's Grammar, explanations of passages from Betalpunchbingsutty and translation, by written questions, and considering the difficult nature of the paper set, the examination passed by one-third of the class was highly creditable. The rest did but indifferently.

* * * *

The several classes in Oordoo were examined by the Moonshee of the College, and he records that they passed a satisfactory examination.

No. of Pupils on the Rolls.

Christians, ...	19
Mahomedans, ...	7
Hindus, ...	241
	267

No. of Students sent up tothe University Entrance Examination.	No. PASSED.		FAILED.
	1st Division.	2nd Division.	
31	3	5	23

KISHNAGHUR COLLEGIATE SCHOOL.

FROM THE REPORT OF THE PRINCIPAL, MR. A. SMITH, M. A.

HEAD MASTER,—MR. W. MASTERS.

The Examination of the School Classes commenced on the 22nd November, and terminated on the 9th December. Owing to the sudden transfer of the Head Master, Mr R. L. Martin, to the management and control of the Berhampore College, in succession to the late Mr. Bradbury, his services as Examiner were unexpectedly lost to this College, and the examination was conducted by the Principal, in conjunction with the 2nd, 3rd, and 5th Masters, and the Senior Pundit.

1st Class.

The first is not included in the above description, being that which furnished the Candidates for the Entrance and Junior Scholarship Examinations. The examination proceeded simultaneously with that of the other classes.

2nd Class, English Literature, Average age, 16-4.—The Principal reports—"The class consists of 28 boys, all of whom were present but one; eight of the boys obtained half the maximum of marks allowed in their Examination in Literature, and of these, 4 gained above $\frac{3}{4}$; but the Master of the class would do well to devote more time to explanation, and seeing that his boys fully understand the meaning of what they read.

History.

26 Boys present.—The class generally appear to have given much attention to their History, and the result was creditable to their industry. 17 Boys out of 27 gained upwards of $\frac{1}{2}$ the full number of marks, and of these, 10 obtained $\frac{3}{4}$ of the number allowed."

Mathematics.

The 3rd Master reports—"These boys passed a fair examination in Mathematics; the questions proposed, however, were very much more difficult than the Entrance examination papers on this subject, in which the boys of the class above were tested. I was very well satisfied with their Arithmetic, in which 15 boys obtained half marks and upwards."

The 2nd Master reports—"There are 28 boys in this class, 2 were absent, sick. The remaining 26 were examined in Grammar and Geography by me. As a class, they acquitted themselves creditably in both subjects."

Grammar and Geography

The 3rd Master reports—"These boys passed a very satisfactory examination in Bengali, though their translations might and should have been better executed."

Bengali.

3rd Class English Literature average age 15-9.—The Principal reports—"The class consists of 24 boys, all of whom, but 2 absent without leave, were present. Great care has evidently been taken with instructing these boys, and the result is very creditable to the Master, 17 out of 22 having gained half the full marks, and 10 above ⅔. The amount of Reading is, it appears, less than what the class is fully capable of preparing, and therefore in future its standard may with advantage be advanced nearer to that of the class above, from which it is at present removed by a wide interval.

21 Boys presented themselves for examination in History, in which they generally acquitted themselves very creditably. 13 of the number gained ½ the full marks and upwards, and of these, 7 obtained above ⅔ of the maximum allowed. As in Literature, so in History, it is evident that the course of study pursued in this Class may be extended with advantage, so as to approximate nearer that of the class immediately above it."

History.

The 3rd Master reports—"This class was examined by me in Mathematics on three days. In Algebra only two boys did well, in Euclid three, while in arithmetic, though on the whole they did better, their success was less marked than that of the class below."

Mathematics.

The 2nd Master reports—"There are 24 boys in this class, 3 were absent, the remaining 21 were examined in Grammar and Geography. In both subjects ⅔ of the class passed a very fair examination but the remaining ⅓ did poorly in *Geography*."

Grammar and Geography.

The Senior Pundit reports—"This class has failed in grammar, but in other subjects the boys have done well."

Bengali.

Greater facilities having been afforded in the past year than heretofore, for the purchase of books on account of the Library, a larger addition than usual has been made within this period to the existing stock.

The Library.

* * * * *

The Library now contains 2,905 volumes and 372 Pamphlets, of the original value of Rupees 12,056-4-6; and the daily increasing number of those who frequent it, and avail themselves eagerly of the advantages it offers, bears testimony to its extending usefulness. Since the Library has been declared to be a Reading Room in addition to its other use, and supplied with a large table for general accommodation, the books appear to have deteriorated faster than formerly, but I think only from fair usage, as no wanton act of ill-treatment of them has come to my knowledge.

Conduct of the Masters.

The Masters generally have conducted their duties with alacrity, diligence, and punctuality, and in return enjoy the respect and cheerful obedience of their pupils.

Estimation of the College.

The steady influx of pupils during the past session, notwithstanding, and in addition to, the large increase of the preceding year,—an influx, which in the course of two years has added $\frac{1}{3}$ to the number of students previously—demonstrates more conclusively than words the estimation in which the College continues to be held by the Native community of the District, and an actual conviction on their part that this Institution is at present in a prosperous and efficient state.

No of students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
25	1	9	15

BERHAMPORE COLLEGIATE SCHOOL.

FROM THE REPORT OF THE SECRETARY AND HEAD MASTER, Mr. R. L. MARTIN. M. A.

Collegiate School Examination.

The annual Examination of the Collegiate School commenced on the 24th of November and terminated on the 10th of December. Owing to the death of the late Head Master on the 14th November and to the amount of difficulty which his successor who arrived on the 22nd idem found he had to encounter in taking over charge, the present Head Master was obliged to confine himself entirely to the college class mentioned above and to the highest school class, which was not subjected to public examination. However, by calling in the assistance of the 2nd, 3rd, 4th, and 5th masters, the examinations were satisfactorily brought to a conclusion before the cold weather holidays commenced. The examination in the Vernacular was conducted by Pundit Sreesh Chunder Biddyrutna of the Moorshedabad circle, assisted by the Head Pundit of the College.

No. of students sent up to the University Entrance Examination.	No. Passed.		Failed.
	1st Division.	2nd Division.	
18	1	1	16

ZILLAH SCHOOLS.

From the Reports of the Local Committees for the Year 1859-60.

BARRACKPORE SCHOOL.

FROM THE REPORT OF THE HEAD MASTER, BABOO PEARY MOHUN BANERJEE.

* * * *

The total number of boys on the rolls at the end of the Session under report, was 84 against 129 of the preceding year. This decrease, however, is no way to be attributed to any want of zeal and energy on the part of the Masters, but solely to the introduction of an increased rate of Schooling fees into the several Classes which the School consists of. The statement of Schooling fees and fines realized from the School during the years, as per margin,

Year ending 30th April 1858,	Rs.	1,196	2 0
Ditto ditto 1859, ...	,,	1,502	11 6
Ditto ditto 1860, ...	,,	1,507	13 6

shows that the gradual increased rates of Schooling fees from 8 Annas to a Rupee, and afterwards to a Rupee and a half, and the falling off of students consequent thereof, have not at all affected the finances of the School.

* * * *

Entrance Examination.

Of the seven boys who composed the Head Class, 4 presented themselves for the Calcutta University Examination, and of this number 2 passed with success. To the credit of the School I must state, that one was passed in the 1st Division.

No. of Students sent up to the University Entrance Examination.	Passed.		Failed
	1st Division	2nd Division.	
4	1	1	2

JESSORE SCHOOL.

SECRETARY—E. W. MOLONY, ESQ.

HEAD MASTER—MR. J. SMITH.

University Entrance Examination.

Ten students who composed the first section of the first Class were prepared to go up to the Examination, having paid their fees, and received the usual certificates; but in consequence of the unusual sickness prevalent during the greater part of the Session, seven only were able to present themselves at the Examination, viz. five at Kishnaghur, and two at Calcutta, of whom three have been successful.

Scholarship-holders.

There were four Scholarship-holders at the Presidency College; one has succeeded in gaining a Senior Scholarship of Rupees 25, and the other three have retained their scholarships.

* * * *

NO. OF PUPILS ON THE ROLLS

Christians, ...	2
Mahomedans, ...	7
Hindus, ...	137
	146

No. of Students sent up to the University Entrance Examination.	Passed.		FAILED.
	1st Division.	2nd Division.	
10	0	3	7

BARASET SCHOOL.

SECRETARY—C. SCONCE ESQ.

HEAD MASTER—BABOO KHETTER MOHUN CHATTERJEE.

Examination. From the 1st Class, consisting of 26 Boys, ten were selected as candidates for the University Entrance Examination, of whom five passed it with success, and two of these have received Junior Scholarships, of 8 Rs. each, tenable one at the Medical College, and the other at the Civil Engineering College. The remaining three, sons of poor parents, have been compelled to give up all hopes of obtaining a College Education, in consequence of the discontinuance by the Zemindars, of the aid they gave last year in providing with Scholarships those passed students for whom Government Scholarships were not available.

* * * *

The school continues to be efficiently managed. The number of pupils on the rolls, on the 30th April 1860, was 181, which shews a decrease of 8 from the number at the end of the previous year. This, together with a slight reduction in the amount of Schooling fees, is to be attributed partly to the strict enforcement of the rules regarding admissions, collections of schooling fees, and attendance, and partly to the existence in the immediate neighbourhood of another School, called the "Union School," or the "Day School." As the rate of schooling fees in this school varies from 4 to 8 annas, persons, even in easy circumstances, and well able to afford the higher rate of fee required in the Government School, take advantage of it, and so the admissions in the last Class of the Government School are fewer than they would otherwise be. Both the numerical strength, and the amount of schooling fees have been, however, steadily increasing since January last. The daily average attendance during the year has been 140.85.

* * * *

No of Students sent up to the University Entrance Examination.	Passed		Failed.
	1st Division.	2nd Division.	
10	0	5	5

PUBNA SCHOOL.

SECRETARY—W. COLLES, ESQ., A. B.

HEAD MASTER—BABOO GOUR NARAIN ROY.

* * * *

Strength of the School.

The number of boys on the rolls of the School at the close of the last Session, was 100, distributed into six Classes, the studies of which ranged from the Alphabet to the subjects of the Entrance course of the Calcutta University. The School would have numbered more pupils, but for a Rule passed by the Local Committee at one of their meetings held during the Session, under which the name of every boy failing to pay his Schooling fees for any month within that month, was struck off the School Register on the 1st of the succeeding month. The number of boys whose names have been struck off during the Session, either for absence without leave, or under the operation of the rule just referred to, is 59.

* * * *

First Class.

This Class numbered nine students, five of whom were candidates for the Entrance Examination of the Calcutta University. Two of these candidates passed the examination successfully, and obtained Junior Scholarships, which they are now holding at the Kishnaghur College.

NO. OF PUPILS ON THE ROLLS.

Christians,	0
Mahomedans,	2
Hindus,	98
	100

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
5	0	2	3

BURRISAUL SCHOOL.

SECRETARY—W. B. KEMP, ESQ.

OFFG. HEAD MASTER—BABOO NEELMONEY GANGOOLY.

* * * *

The number of pupils on the rolls on the 31st of December last, was 227, which shews an increase of 13 upon the number of the preceding year.

* * * *

NO. OF PUPILS ON THE ROLLS.

Christians, ...	1
Mahomedans, ...	13
Hindus, ...	213
	227

No. of Students sent up to the University Entrance Examination.	Passed.		FAILED.
	1st Division.	2nd Division.	
11	1	1	9

COMILLAH SCHOOL.

SECRETARY—H. C. SUTHERLAND, ESQ.

HEAD MASTER—MR. H. G. LEICESTER.

* * * *

This Class, consisting of 19 boys (four of whom competed for Junior Scholarships), was examined by H. C. Metcalfe, Esq., and Baboo Dwarkanauth Roy; the result was considered highly satisfactory.

* * * *

NO. OF PUPILS ON THE ROLLS.

Christians, ...	6
Mahomedans, ...	15
Hindus, ...	116
	137

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
4	1	1	2

NOAKHALLY SCHOOL.

SECRETARY—H. M. DAVIS, ESQ.

HEAD MASTER—MR. J. DE SOUZA.

The number of pupils, as it stood on the rolls on the 1st of May 1859, was 54. Of these there were—

Christians, ...	4
Mahomedans, ...	3
Hindus, ...	47
	54

That at the close of the year, i. e, on the 30th of April 1860, consisted of 63 pupils. These were distributed as follows, viz :—

Christians	5
Mahomedans, ...	11
Hindus, ...	47
	63 .

The number of Mahomedan pupils, it will be observed, is greater than that at the beginning of the year. This increase the Committee attribute to the appointment of a Moulvi or Persian Teacher to the School, in accordance with the wishes of several members of the Mahomedan community, and with the sanction of His Honor the Lieut. Governor of Bengal. It is also due to the exertions of the Sudder Ameen, Moulvi Anwar Ali, a gentleman of whom mention has already been made in the Committee's report for the preceding year The Committee, however, instruct me to remark that,

taking into consideration the fact that the population of the District is almost entirely Mahomedan, the appointment of a Persian Teacher to the School does not appear to them to be as yet attended with much success, and it is not to be wondered at since the same principle has been at work here as everywhere else; the Musselmans shewing an indifference, if not positive aversion, to give their sons any instruction through the medium of the English tongue.

Attendance.

The average daily attendance during the year under review, was 51.52; a happy contrast to the result exhibited in the previous year, in which it stood so low as 37.40 only.

Examinations.

There were from the First Class five candidates for the University Entrance Examination, held in the month of December, of which two were precluded—the one from a severe and sudden attack of illness, and the other in consequence of having to attend on him—from presenting themselves at the Examination. One student was very near being successful, having failed to pass the test by only a few marks.

* * * *

Masters.

In conclusion, the Committee again desire to place upon record their high sense of the zeal and ability evinced by the Head Master, Mr. DeSouza, in the discharge of his duties. Mr. DeSouza has now served in this School for a period of nearly five years; and much as the Committee would wish to avail themselves yet longer of the benefit of of his vast experience, they should be glad to see him transferred to some College or high School, where he would probably find himself placed in a wider sphere of usefulness, and a more promising field for his exertions.

The Committee also beg to notice, with approbation, the assistance rendered by the other Masters of the School.

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
5	0	0	5

FURREEDPORE SCHOOL.

SECRETARY—C. F. HARVEY, ESQ., C. S.

HEAD MASTER—MR. L. F. LEFEUVRE.

* * * * *

The number of pupils on the rolls of the School has fallen off considerably. The admissions during the Session under review have comparatively been very few. The cause on enquiry has been traced to the number of Vernacular and Anglo-Vernacular Schools, with which the district in now scattered.

* * * * *

On the 30th April 1860, the number of pupils was 99.

* * * *

The old School House is still in the occupancy of the Kamroop Regiment as a Hospital. A new School House, which was long in contemplation for the purpose of giving accommodation to only one-half the School, while the other half, it was expected, would occupy the old one, has just been finished; the greater portion of the School moved into it towards the early part of the month of May.

* * * *

Four out of the six boys, of whom the First Class consisted, went up to the University Entrance Examination of December 1859; all the four passed, and were placed in the Second Division.

No. of Pupils on the Rolls.

Christians,	0
Mahomedans,	3
Hindoos,	96
	99

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
4	0	4	0

CHITTAGONG SCHOOL.

SECRETARY—W. B. BEATSON, ESQ.

HEAD MASTER—BABOO BHUGWAN CHUNDER BOSE.

Strength of the School.

The total number of pupils on the rolls on the 31st December 1859, was 179, that of the corresponding period of the last official year having been 146. This shews an increase of 33 boys, which is in some degree attributable to the recent removal of the Meerhyah from the vicinity of the Government School to the interior of the district. There were during the session 73 fresh admissions, and 37 withdrawals.

* * * *

First Class.

All the boys competed for the University Entrance Examination, and three of them have succeeded; one being placed in the 1st Division, and two in the 2nd. Scholarships have been awarded to two of these successful candidates, and they have proceeded to join the Dacca College. The following are the results of the Entrance Examinations of the School since the institution of the University.

Session.	1st Division.	2nd Division.
1856-57	3	0
1857-58	0	1
1858-59	1	1
1859-60	1	2

* * * *

Considering the disadvantages the School has had to labour under in irregularity of attendance, the shortness of the season, and the

frequent change of Masters, the results of the Examinations have been tolerably satisfactory.

The conduct of the Head Master has been satisfactory.

The conduct of the Assistant Masters was generally satisfactory.

Conduct of the Assistant Masters as reported by the Head Master.

The 5th Master, Baboo Surruth Chunder Sein is a quiet pains-taking man, and deserves great credit for the excellent manner in which his boys acquitted themselves in all the Examinations. The 7th Master, Baboo Oma Churun, is also a promising teacher.

Subscription for Prizes.

Names of Donors.	Amount Subscribed.			Subject for which the Prize is given.
C. Steer, Esq, ...	16	0	0	For best attendance for Hindoo boys.
Ditto, ...	16	0	0	Ditto ditto for Mahomedan boys.
Ditto, ...	16	0	0	Ditto ditto for Christian boys.
E. F. Radcliffe. Esq, ...	20	0	0	
A. W. Russell. Esq, ...	16	0	0	For best knowledge of the History, &c of India.
Baboo Choitunno Churun Dutt,	5	0	0	For best Essay writing in Bengali.
Baboo Pran Hurry Cool, ...	5	0	0	For English Composition.
Baboo Eshan Chunder Dass, ...	10	0	0	For History,
Moulvee Zaffer Ally, ...	2	0	0	
Baboo Nobin Kristo Paulit, ...	10	0	0	For Bengali proficiency.
Baboo Doorga Prosad Ghose, ...	10	0	0	For Mahomedan boys.
Baboo Joynarian Dass, ...	3	0	0	
Ameenooddeen Mahomed, ...	8	0	0	
Thakoorbux Jemadar, ...	15	0	0	
Baboo Obhoy Chunder Dass, ...	8	0	0	For the best Hand-writing.
Baboo Ramsunker Sein, ...	5	0	0	
H. J. Bamber, Esq, ...	10	0	0	For the best Hand-writing out of all classes.
Mahommed Hamidoolah Khan,	20	0	0	
Mobarick Ally Chowdry, ...	15	0	0	
Baboo Unnoda Churun Kastogree, ...	30	0	0	To the best Junior Scholar who joins a College.
Koylas Chunder Dusteedar, ...	3	0	0	
Total, ...	238	0	0	

No. of Pupils on the Rolls.

Christians, ...	8
Mahomedans, ...	17
Hindus, ...	152
	177

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
11	1	2	8

RUSSAPUGLAH SCHOOL.

FROM THE REPORT OF THE HEAD MASTER,
MR. W. SCOTT.

* * * *

Eight pupils went up to the University Entrance Examination, but they have, indeed, most surprisingly failed to pass it.

* * * *

It is very gratifying to me to notice that a strict supervision over the morals of our Sahibzadah scions of the Mysore Family has not been without its beneficial results, for I own I found it really very difficult to determine who among them should be awarded with Prizes for good conduct

* * * *

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
8	0	0	8

AKYAB SCHOOL.

FROM THE REPORT OF MAJOR VERNER, ADDRESSED TO THE SECRETARY TO THE GOVERNMENT OF BENGAL.

HEAD MASTER—MR. E. FELL.

* * * *

The Akyab School is under the supervision of Captain Faithfull, Principal Assistant Commissioner, who visited the School on several occasions during the past year, and held the Annual Examination of the several Classes on the 2nd April last, on which occasion he was assisted by Captain Leigh, Junior Assistant, in the English Department, and by Phatway Taramathoogree and Nabonkay Myothoogree, in the Vernacular.

Captain Faithfull says,—"Altogether I consider the progress of the boys satisfactory;" and further he says,—"I am quite satisfied with the way in which Mr. Fell (Head Master) has conducted his duties during the past year." He also mentions that the under Teachers had afforded satisfaction to the Head Master, in the performance of their respective duties.

The number of pupils was seventy-four, which is seven in excess of the number attending in the preceding year. Prizes have been sanctioned, and will be distributed to the most deserving Scholars, on receipt of them from Calcutta.

I have visited the School and have observed a general improvement. The Head Master, Mr. Fell, informed me a few days since, that he had acquired a fair colloquial knowledge of the Vernacular, and that he was prepared to pass his examination, on his doing which, his salary will be raised from Rupees 200 to Rupees 250 per mensem, but since then I regret to say, he told me he purposed applying for a Deputy Collectorship in Sumbulpore. It is a pity the inducements here are not sufficiently great to keep persons holding

appointments in the Province, for now that he has acquired a knowledge of Burmese, and is able to explain himself in that language, and that the School is progressing, he wishes to leave.

No. of Pupils on the Rolls.

Christians, ...	9
Mahomedans,...	2
Hindus, ...	7
Buddhists, ...	56
	74

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Divison.	2nd Division.	
0	0	0	0

RAMREE SCHOOL.

FROM THE REPORT OF MAJOR VERNER, ADDRESSED TO THE SECRETARY TO THE GOVERNMENT OF BENGAL.

HEAD MASTER—MR. J. DACOSTA.

The Ramree School is under the superintendence of Captain Ripley, Principal Assistant Commissioner, who held the Annual Examination on the 5th of April last, on which occasion I assisted, as did also Mr. Sub-Assistant Surgeon Thomas. In the Vernacular the Classes were examined by Gnapeng Myothoogree, Layeai and Phaneo, Pleaders in the Principal Assistant's Court.

On the whole it appears the examinations were satisfactory. There were sixty-one boys attending School during the year to sixty in 1858-1859.

Captain Ripley states,—"Mr. DaCosta, the Head Master, has been most attentive to his duties." He was absent on leave for three months, during which period the 2nd Master of the Akyab School, Mr. Jacob, officiated for him, and Captain Ripley says,—"I had also every reason to be satisfied with the manner in which he carried on the duties." The Under-Masters are reported by the Head Master to have conducted themselves to his satisfaction.

The distribution of prizes amongst the lads to the value of Rupees 80, has been sanctioned by me, the amount being deducted from the Schooling Fees, and the disbursement of a similar sum has also been sanctioned by me, for the purchase of Geographical Maps for the School, there being none, and some necessary Books, also to be debited to the Schooling Fees.

* * * * * *

No. of Pupils on the Rolls.

Christians, ...	1
Mahomedans, ...	21
Hindus, ...	1
Buddhists, ...	38
	61

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division	
0	0	0	0

MALDAH SCHOOL.

SECRETARY—DR. R. K. THOMSON.
HEAD MASTER—BABOO BROJOMOHUN ROY.

The Local Committee.

The Committee continue to take a lively interest for the welfare of the School. The ordinary business of the School is conducted by their Secretary. The Committee held two Special Meetings for the organization of the Establishment of the School.

No. of Boys on the Rolls, and the estimation in which the School is held.

The Committee are glad to report that the School is thriving pretty well. It now musters 64 boys. Considering the thinly populated state of this district, and the illiterate condition of the inhabitants, they look upon this number as encouraging and good. The School is daily becoming popular, and its working appreciated by the natives. And it seems probable from present appearances, that the time is not far distant when the benefits which the School is calculated to impart will be fully felt throughout this district.

Annual Examination.

The Annual Examination of the School was conducted by the members of the Local Committee of Public Instruction; the Examiners have been all fully satisfied with the results of the several classes, and speak well of the progress evinced by the boys.

* * * *

Masters.

The Head Master is an efficient, energetic, and pains-taking young man, and is thoroughly in earnest to advance the boys under his tutelage. The other Masters have likewise evinced much attention in the performance of their respective duties.

No. of Pupils on the Rolls.

Hindus, - - - - - - - - -	60
Mahomedans, - - - - - - - -	4
	64

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
0	0	0	0

HOWRAH SCHOOL.

UNDER THE INSPECTOR OF SCHOOLS DR. E. ROER.
HEAD MASTER—MR. THOMAS COWPAR.

The number of Pupils on the Rolls at the close of the present Official year is 198; and the daily average attendance has been 146.

The receipts from Schooling fees amounting in the aggregate to 4,427 Rupees, exhibits an increase over the collection of the previous year, of 331 Rupees, 5 annas, 8 pie.

* * * *

Eight candidates from this School, 5 from the first, and 3 from the second class, appeared at the University Entrance Examination held in December 1859, of these 4 passed in the 2nd Division of successful candidates.—

* * * *

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
8	0	4	4

OOTERPARAH SCHOOL.

UNDER THE INSPECTOR OF SCHOOLS—DR. E. ROER.
HEAD MASTER—BABOO BONOMALLY MITTER.

The Ooterparah School was founded by Government in the year 1846, with the liberal assistance of the Mookerjee family.

The number of Boys on the rolls at the end of the session under review, was 172. At the close of the preceding session the School contained 176 lads.

Nine boys were sent up as candidates for the Entrance and Scholarship Examination. Among them four have passed successfully the Entrance Examination.

* * *

NO. OF PUPILS ON THE ROLLS.

Christians, - - - - - - - -	1
Hindoos, - - - - - - - -	171
	172

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
9	1	3	5

BEERBHOOM SCHOOL.

SECRETARY—O. W. MALET, ESQ.
HEAD MASTER—BABOO JUGGESSUR GHOSE.

* * * *

The following statement shews the numerical strength of the School :—

Number on the Rolls on the 30th April 1859, ...	178
Ditto admitted during the year, ...	65
Ditto withdrawn or dismissed, ...	71
Ditto deceased, ...	5
Ditto on the Rolls on the 30th April 1860, ...	167

* * * *

Entrance and Scholarship Examination. Eight candidates were sent up to the Entrance Examination in December last, of these none passed.

The conduct of the School calls for no remark. All has gone on quietly and well.

* * * *

The Local Committee are very well satisfied with the Head Master Baboo Juggeshur Ghose. He keeps up good discipline in the School, and is most zealous in bringing forward the classes under his own charge.

No. of Pupils on the Rolls.

Christians, ...	1
Mahomedans, ...	5
Hindus, ...	161
	167

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
8	0	0	8

BAULEAH SCHOOL.

SECRETARY—O. S. STACK, ESQ.
HEAD MASTER—BABOO HURRO GOBIND SEIN.

The number of pupils borne on the rolls of the School, on the 30th of April 1860, was 149, whilst that at the same time of the preceding session, was 185. The average daily attendance was 104 against 159 of the last year.

This falling off in number and attendance was owing partly to the rate of fee having been increased in the first four classes, a little before the commencement of the session, and partly to the sickness which was unusually prevalent at the station, from July to December. In consequence of the latter cause, a large number of boys were obliged to repair to their native villages, leaving the school temporarily. The Committee believe, however, that the deficiency in question will be made good during the current session by the return of most of the boys that have left, and by new admissions.

* * * *

Annual Examinations.

As regards the first class, there were 15 students at the commencement of the session. The majority of these pupils were intelligent and promising, and could most probably have appeared at the Junior Scholarship and University Entrance Examination. But owing to the sickness which broke out at the station, several of them were obliged to leave the School, so that in December, when the Examination took place, only 5 were in attendance. Of these three were selected and went up to the examination,

1 Peary Lall Roy.
2 Sooshee Bhoosun Kur.
3 Amour Nauth Bhutto.

and it is satisfactory to mention that all of them* have successfully passed and obtained Scholarships.

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
3	1	2	0

PURULIAH SCHOOL.

SECRETARY—CAPTAIN G. N. OAKES.
HEAD MASTER—CALLICHARUN DUTT.

* * * *

Attendance.

During the first two Quarters the attendance of the pupils was very satisfactory; but in November last scarcely had all the boys joined their studies after the Dussurah vacation, when a dreadful epidemic of small-pox broke out in the Bazar, and in the surrounding villages. It continued its baneful effects until the middle of March, and the parents and the guardians of the pupils, seeing numbers of people untimely dying, sent back almost all the boys who had lately returned from their homes, to their respective villages. In fact, the operations of the School would have been stopped had it not been for the exertions of the Head Master and his Assistants. It was at this period that Mr. Inspector Lodge, for the first time, visited the School. As he has left no records of his visit, the Committee regret that they have no means of knowing his opinion of the School. During my absence the School was left under the charge of Mr. Perry, and before the close of the session the attendance of boys regained its former strength. The marginal statement will show that the Committee have been obliged to strike off many boys for long absence and non-payment of Schooling fees, so that there has been rather a falling off than an increase. The financial condition of the School is satisfactory. The total amount realized during the year is Rupees

Struck off for long absence.....	17
Do. for non-payment of Schooling fee	9
Total	26

1083, and after paying all the necessary charges, the sum of Rupees 695 is to the credit of the School. The Committee hope that the School may soon be self-supporting.

* * * *

All the 5 boys of the first class went down to the University Entrance Examination, held at Calcutta in December last, and it appears from the statement received from the Registrar that two of the pupils gained very creditable marks though not the maximum. I trust that some of these will be able to pass the ordeal in the ensuing year.

The 8th Annual Examination of the School commenced on the 5th, and terminated on the 10th April 1860. It was conducted as usual by the Members of the Local Committee, and in consideration of the unfavorable circumstances under which the School labored, the progress made by the boys during the year under review may be considered satisfactory.

* * * *

Allow me to bring this report to a close by quoting the remarks of the Commissioner of Chota Nagpore, who visited the School in his annual tour through the District.

March 17th, 1860.

"Visited the School and briefly examined the different classes. "The result assures me that the Head Master and his Assistants "have been most attentive to their duties, and are well qualified to "discharge them. The explanation given by the first class boys of "difficult passages in English verse was very good, and their replies "to historical and geographical questions correct. The same may "be said of the other classes as far as they have gone. I was "particularly pleased with the third class. On the whole I consider "the state of the School to be very satisfactory."

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
5	0	0	5

BANCOORAH SCHOOL.

SECRETARY—A. MORGAN, ESQ.
HEAD MASTER—BABOO BISSONATH SING.

* * * *

An increase in the numerical strength of the students appeared at the close of the session, as follows:—

Number on the Rolls on the 30th April 1859,	- 183	
Number admitted and re-admitted during the year,	66	
		249
Number removed for various reasons during the year,	48	
Number transferred to the Krishnaghur College during the year, - - - - - - -	2	
		50
Number on the Rolls on the 30th April 1860,	-	199
Number increase, - - - - - - -	16	

* * * *

Two Students of the Bancoorah School, viz. Gouree Sunker Chatterjee and Grish Chunder Roy, have obtained Junior Scholarships, and been permitted to join the Krishnaghur College where their stipends are payable.

The discipline of the School, and the attendance of the students, have much improved from what they were at the close of the last session.

* * * *

Estimation of the School.—The Institution is held in high estimation by the native community, as is evinced by the great number of boys who come from long distances for admission into it.

* * * *

No. of Pupils on the Rolls.

Mahomedans,	3
Hindoos,	196
	199

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
7	0	2	5

MIDNAPORE SCHOOL.

SECRETARY—BABOO DHORONY DHUR ROY.
HEAD MASTER—BABOO RAJNARAIN BOSE.

This School was established on the 14th November 1834.

* * * *

The Annual Examinations commenced in the middle of December, and lasted for more than three weeks. The examination in translation of Legal documents proposed by Mr. Leycester, took place in the beginning of February, and was held as one distinct from the Annual General Examination. Eshan Chunder Berra, a student of the 8th years Class, obtained the Prize.

* * * *

All the students of the 7th years, or the highest Class, and some select boys of the 6th years Class, competed for Mr. Leycester's Prize.

The boys of the 7th years Class not being entitled to Prizes, were, as usual, not examined by the Committee, who are happy to state that 3 of the six boys of this Class who went to Calcutta to compete for the University Entrance, succeeded in obtaining it.

* * * *

The conduct of the Teachers during the year has been satisfactory, without exception, and every one has labored to the best of his ability to bring his boys forward. The 4th years Class has perhaps done the worst, but it must be remarked that this is the largest Class in the whole school, numbering 35 boys.

* * * *

To the Head Master particularly the thanks of the Committee are due for his vigilance and attention to duties, and unwearied exertions to advance the interests of the school, which seems to be in as prosperous and healthy a condition as could be wished. The school is daily rising in the estimation of the people of the District, the poorer portion of whom actually yearn for instruction in it. Notwithstanding the establishment within the session of a Missionary school in the Town, which admits boys gratis, there are numerous new applications every month for admission into our school.—It now numbers 202 boys on its Rolls, being 44 more than at the end of the session preceding.

* * * *

No. of Pupils on the Rolls.

Mahomedans. - - - - - - -	15
Hindoos. - - - - - - - -	187

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
6	0	3	3

BALASORE SCHOOL.

SECRETARY—DR. A. A. MANTELL,
HEAD MASTER—BABOO POORNO CHUNDER SHOME.

* * * *

The attendance of the boys during the period under report has not been very satisfactory. To encourage regularity of attendance, Tickets of regular attendance are awarded in the beginning of every month to those who had not been absent for a single day during the month next preceding. This expedient not being attended with the desired effect, it was deemed necessary to impose a fine of one anna per diem on every boy who should absent himself without any sufficient cause.

* * * *

The number of boys in the School at present is 78, showing an increase of only 2 boys over the corresponding number last year.

* * * *

The conduct of the Masters during the past year has been satisfactory, but their frequent transfer is anything but beneficial to the progress of the School.

NO. OF PUPILS ON THE ROLLS.

Christians	1
Mahomedans	7
Hindus	70
	78

No of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
0	0	0	0

CUTTACK SCHOOL.

SECRETARY—W. L. HEELEY ESQ., B. A.
HEAD MASTER—BABOO JUDOONATH MOOKERJEE.

* * * *

Number of pupils.

The number of pupils at the end of the year 1858-59 was 103. The number on the 30th of April 1860 was 137, showing an increase of 34 during the Session under review. This is owing in the first place to the reduction of the Schooling fee in the lowest Class in October 1859, from one Rupee to eight annas, (which was accompanied by an increase of the first class fee from 1 Rupee to Rs. 1-8) and in the second place, to an Oorya Circular issued by the Committee and largely circulated in the District, in which the advantages of education were strongly dwelt upon and the reduction in the fees of the lower Class announced.

* * * *

University Entrance Examination.

In consequence of the discovery of certain frauds practised by some of the candidates in the Examination or Matriculation in the Calcutta University at the commencement of 1859, it was determined that an examination should not be held at Cuttack till the authorities could be convinced that similar irregularities would not occur again. The member of the Committee who was superintending the examination on the day on which the irregularities referred to took place, having been removed by His Honor the Lieutenant Governor, the Committee made an earnest effort to obtain the removal of the disqualification in time for the examination of December 1859. Meanwhile three of the candidates had proceeded to Calcutta for examination there. At the eleventh hour permission to hold the examination arrived and measures were taken which

precluded the remotest suspicion of foul play. Three candidates only from this School attended the examination at Cuttack. Of the whole six, five were successful,—a result which was regarded with satisfaction by the Committee as showing that both the Masters and boys had exerted themselves vigorously to wipe off the stain upon the character of the School.

* * * *

Masters.

The staff of Masters work satisfactorily. The Head Master retains the confidence of the Committee and has given full satisfaction. The new second Master, Baboo Shib Chunder Shome is a great acquisition to the School, and we have no doubt will successfully second the efforts of the Head Master and the Committee to raise the tone of the School,—to impart a stimulus to the cause of Education in this unenlightened Province. The third Master, Baboo Kallee Mohun Ghosal, who is leaving the School after fourteen years service, and who has borne an excellent character during that period, carries with him the esteem of the Committee, who desire to give this public testimony to their estimation of his services.

No. of Pupils on the Rolls.

Christians	8
Mahomedans	13
Hindus	116
	137

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
6	1	4	1

POOREE SCHOOL.

SECRETARY—W. WAVELL ESQ.
HEAD MASTER—BABOO KALLY CHURN CHATTERJEE.

* * * *

The number of boys has increased more than 16 per cent., which gives reason to believe that the benefits of the Education obtained in the Government Schools, are more appreciated in this district. It is however noticeable that nearly all the boys are the sons and relations of the Omlahs in the offices of the Magistrate, Collector, and Salt Agent. Very few of the wealthy natives of the town are at all alive to the advantages of Education, or can overcome their bigoted prejudices.

Attendance. The daily average attendance during the Session under notice, was 75 in round numbers.

Estimation in which the School is held. Judging from the number of Oorya pupils that attend the School, the estimation in which it is held, cannot be called very satisfactory. The inhabitants are too ignorant to be able to appreciate the benefits of Education. They consider Education of any kind perfectly useless, and even hesitate to send up their children or wards to the Vernacular School, which has been established of late. Money is their idol, and Juggernauth the instrument by which they acquire it. And as they gain more money by this means than by educating their boys, they never think of sending the latter to School.

* * * *

Donation. In July last, two gentlemen of Calcutta, Baboos Bullodeb Dhur and Brejonath Dey, who came on pilgrimage to this town, made a present of Rs. 12 and

10 respectively to be given as Prizes to the best students of the School. They were accordingly divided among the head boys of each class.

* * * *

Masters.

I have been very well satisfied with the manner in which the Officiating Head Master has performed his duties, and consider him a good and efficient Officer.

The other Masters also performed their duties in a satisfactory manner and seem to take pains in promoting the Education of their pupils.

* * * *

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
5	0	1	4

SUMBULPORE SCHOOL.

SECRETARY—J. DYER, ESQ.
HEAD MASTER—BABOO RAJ COOMAR SINGH.

* * * * *

In his late trip to Cuttack, the Secretary obtained the sanction of the Inspector to assimilate the studies of the English Department with those of a Zillah School, and in November last, the Masters were accordingly directed to impart instruction in Geography and the Sciences through the medium of the English, and to teach the vernacular as a language only.—This change, the Committee expect, will be attended with beneficial results.

* * * * *

The School is steadily rising in the estimation of the people. The desire for Education is also on the increase, but owing to the introduction of the pay system, many boys are prevented from availing themselves of the benefit which the School affords.

* * * * *

All the Masters and Pundits continue to give satisfaction by the due performance of their duties, and the Committee have great pleasure in bearing testimony to their zeal and efficiency.

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PATNA SCHOOL.

SECRETARY—J. SUTHERLAND, ESQ.
HEAD MASTER—MR. J. F THOMSON.

Changes in the Instructive Establishment.

Mr. E. B. Godfrey, the Head Master, being promoted to the office of a Deputy Magistrate and Deputy Collector, left the Institution on the 1st of June 1859, and Mr. J. F. Thomson, the present Head Master, was appointed in his place.

* * * *

The strength of the 1st Class having fallen off considerably, the class was broken up, and the few remaining boys transferred to the Chuprah School in March current.

* * * *

Analysis of the Boys on the 30th April 1860.

Zemindar, ...	20
Trader, ...	9
Darogah, ...	5
Mokhtar, ...	9
Doctor, ...	4
Clerk, ...	9
Pensioner, ...	0
D. P. W.	5
Umlah, ...	9
Peon, ...	1
Pleader, ...	4
Sheristadar, ...	2
Artizan, ...	1
Banker, ...	4
Total	82

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
0	0	0	0

GYAH SCHOOL.

SECRETARY—J. B. ALLEN, ESQ.
HEAD MASTER—MR W. V. DUNSMURE.

The year now under review is the 16th in the existence of the Institution. The disturbances having ceased, the attendance of the Pupils is steadily increasing; the boys are regular in their attendance, and English education is at a premium.

* * * *

Number and attendance of pupils. The number of Pupils borne on the Roll on the 2nd May 1859, was 107, that on the 30th April 1860, 127. It has therefore increased by 20 or about 20 per cent.

* * * *

Subscription. The Annual subscriptions have amounted to Rupees 5,000, and the monthly to Rs. 12. Maharaj Haitnarain Singh, of Tikeree, has paid up all subscriptions due up to the year 1859, and the widows of Raja Modenarain Singh have done the same. The Committee have offered them their warmest thanks for their liberal donations.

* * * *

English Masters. The late Head Master Mr. Behrendt's promotion, and consequent removal to another appointment, was a loss to the School, and the Committee beg to express their regret at his removal, at the same time that they are glad of his advancement in the Educational Department.

* * * *

Statement of the Professions and Occupations of the Parents and Guardians of the Students of the Gyah Government School, as on the 30th April 1860.

Judicial Officers,	3
Zemindars,	15
Deputy Inspector,	1
Teachers,	3
Vakeels,	4
English Writers,	9
Serishtadars,	3
Brahmins,	4
Record-Keepers,	3
Dewan,	1
Opium Gomashta,	1
Gawal,	1
Daroga,	1
Treasurer.	1
Draughtsman,	1
Christian,	1
Ameen	1
Agriculturists,	12
Native Physicians,	3
Shop-keepers,	16
Mohurrir,	8
Amlahs	7
Mokhtars,	14
Putwaries,	2
Burqundaz,	1
Jemadar,	1
Goldsmith,	1
Private Servants,	6
Tiler,	1
Overseer,	1
Sowar,	1
	127

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division	
2	0	0	2

MONGHYR SCHOOL.

SECRETARY—W. H. HENDERSON, ESQ.
HEAD MASTER—MR. W. J. MAYNE.

* * * *

There has been a slight decrease in the number of Boys on the Rolls during the past year, there being only 59, whilst there were 84 in the previous year.

* * * *

Return showing the social position of the Parents of the Pupils of the Monghyr Government School.

Number on the 30th April 1859.	Rank, Profession, or Trade.	Number on the 30th April 1860.
4	Darogahs, Overseers, Putwarees.	1
2	Vakeels,	0
14	Mookhtars,	10
9	English Writers, &c.,	9
17	Amlahs, Mohurrirs, Stamp Vendors, &c.,	15
1	Chuprassees,	3
3	Brahmins,	3
8	Merchants, Shop-Keepers,	4
2	Physicians and Native Doctors,	1
0	Agriculturists,	1
9	Private Servants,	2
1	Teachers,	2
5	Christians,	4
1	Bankers,	1
6	Zemindars,	2
2	Goldsmiths,	0
0	Pensioners, Nawab's Descendants,	1
84	Total,	59

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
0	0	0	0

BHAUGULPORE SCHOOL.

OFFG. SECRETARY—J. M. LOWIS, ESQ.

HEAD MASTER—BABOO GOOROO CHURN MITTER.

* * * * *

Number of Pupils.

On the 30th April 1859, the number of Pupils on the School Register was 157. At present there are 195 boys, there having been 92 admissions, including those of this month, against 54 withdrawals, giving an increase of 38 pupils during the period under Report—unmistakeable evidence of the growing desire of the people for English Education, and of the flourishing state of the School.

University Examination.

At the Entrance Examination, held from 5th to 8th December 1859, there were 8 candidates,—6 boys from the 1st class, 1 ex-student, and 1 teacher. Three of the seven pupils successfully passed the ordeal, and have been classed by the University authorities in the 1st Division, and the teacher has obtained a 2nd grade certificate.

Teachers.

The Committee have every reason to be satisfied with the conduct of the Teachers, all of whom seem to have taken pains to improve the classes with which they are respectively entrusted, and deserve much praise. If the results of the University Entrance Examination be the test for judging of the efficiency of the English Schools, there can be no doubt of this institution holding the most prominent position throughout the Behar Schools. Indeed, it yields to very few in Bengal as far as the published results are concerned.

Return shewing the social position of the Parents and Guardians of the Pupils of the Bhaugulpore Government School, 30th April 1860.

No. on the 30th April 1859.	Rank, Profession or Trade.	No. on the 30th April 1860.
	Darogahs, ...	2
	Overseers, ...	0
	Putwaries, ...	4
4	Vakeels, ...	4
17	Mookhtiars, ..	18
38	Amlahs, Mohurrirs, .	42
20	English Writers, ...	18
	Chuprasies, ...	2
	Brahmins, ...	
14	Merchants, Shop-Keepers, ...	31
11	Physicians, ...	11
7	Agriculturists, ..	4
11	Private Servants, .	22
2	Teachers, ...	0
	Christians, ...	1
12	Bankers, ...	2
16	Zemindars, ...	25
	Goldsmiths, &c., ...	1
5	Other Government Officers, ...	6
	Those depending on Charity,...	2
157	* Of this number, 53 are Brahmins, who follow different professions	195*

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division	
7	3	0	4

PURNEAH SCHOOL.

SECRETARY—R. ALEXANDER, ESQ.

HEAD MASTER—BABOO DWARKANATH CHUCKERBUTTY.

* * * *

Annual Examination. The Annual Examination of the School took place in January and February last.

* * * *

Unfavorable as the general result of the Examination must be considered to be, the Committee believe it to be in a great measure owing to the enormous amount of sickness that prevailed amongst both Boys and Masters during the session under Report. Of the eight months, from May to January, when the annual Examination took place, nine-tenths of the Students were disabled by fever, from July to November. The School was nearly deserted, and had to be closed for a fortnight in November; of the scanty number that attended the Institution, many suffering from recent sickness, were incapable of work, nor did the Masters at all fare better. The Moulvy died, the Head Master was obliged to leave the district in consequence of ill health, and the second and the third Masters suffered for a long time.

Causes of the unfavorable result of the Examination.

In February the rented Bungalow where the School had been hitherto located, was entirely destroyed by fire, together with the whole of the School furniture and books. An attempt has been made to raise a local subscription to replace them, but as yet without much success.

Destruction of School Property by fire.

New School House. The new Building has almost been completed.

* * * *

Statement of the professions and occupations of the Parents and Guardians of the Students of the Purneah School, as on the 30th April.

Zemindars, ...	3
Merchants, ...	1
Petty Talookdars, ...	6
Pleaders, ...	6
Tradesmen, ...	2
Mookteers, ...	8
Amlahs, ...	12
Tulseeldars, ...	2
Moallem, ...	1
Brahmins, ...	1
Darogahs, ...	3
Native Physicians, ...	1
Jemadars, ...	2
Chuprassees, ...	3
Shop-keepers, ...	2
Chowkeydars, ...	1
Milkman, ...	1
Washerman, ...	1
Servants, ...	4
Total	60

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
0	0	0	0

MOZUFFERPORE SCHOOL.

SECRETARY—J. WESTON, ESQ.

HEAD MASTER—BABOO KHETTER MOHUN MOOKERJEE.

* * * *

The School was attended by 81 students on the 30th April last, and they belong to the classes of society, as per margin, shewing as usual the preponderance of those connected with the Public Offices. A further classification with regard to their religion, as noted also in the margin, exhibits a vast disproportion between the Hindoos and Mahomedans, and proves beyond doubt that the deep-rooted apathy of the Moosulmans for English Education has not yet been eradicated. The last Session closed with 74 boys on the Rolls, that is, 9 scholars more than the number of the preceding year; the present, therefore, shews an increase of 7 students upon the last. Although the number borne on the rolls at the close of last year was 74, yet it had continually diminished till it was reduced to 62 at the end of October 1859, when the present Head Master took charge of the school. I am happy to observe, that the number has since steadily increased from 62 to 81, and that this successive accession to the numerical strength offers a fair prospect of the School's regaining the prosperity it had once attained in 1857, before the deplorable mutiny broke out and nipped it in the bud.

NUMBER OF STUDENTS.	
Vakeels, ...	6
Mooktears, ...	6
Amlahs, ...	23
Writers, ...	27
Teachers, ...	3
Zemindars, ...	3
Bankers, ...	5
Merchants, ...	2
Zemindaree Servants, ...	3
Farmers, ...	3
	81
Connected with the Government Office. ...	58
Unconnected ditto, ...	23
	81
Hindoos, ...	73
Mahomedans, ...	6
Christians, ...	2
	81

* * * * *

Boys who left the School with Certificates.

One great reason why students from this School have not yet been able to pass the Entrance Examination successfully is, that they do not prosecute their studies sufficiently long to enable them to prepare themselves effectively for the trial, as soon as they reach the highest class, and can write a fair hand, they look about for employments, and quit the school at the first opportunity. During the year no less than six boys, the best portion of the highest class, left the School.

* * * *

The conduct of the Head Master has been perfectly satisfactory.

* * * *

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2d Division.	
0	0	0	0

SARUN SCHOOL.

SECRETARY—H. RICHARDSON, ESQ.

HEAD MASTER—MR. W. HANVEY.

The Sarun School was established on the 1st May 1854, so that this is the 6th year of its existence.

* * * *

An increase of 60 per cent. has taken place in the number of Scholars, thus—

On the Rolls on the 30th April 1859, ...	83
Re-admitted and admitted during the year 1859-60,	87
	170
Removed for various reasons, ditto ditto ditto, ...	37
On the Rolls on the 30th April 1860, ...	133

Principal Sudder Ameens, ...	7
Deputy Collectors, ...	2
Pleaders, ...	11
Mookhtars, ...	14
Educational Officers,...	6
Amlahs, ...	26
Darogahs, ...	1
Writers, ...	10
Duftries, ...	2
Chuprassees,...	8
	87
Zemindars, ...	23
Merchants and Shop-keepers, ...	11
Brahmin Priests, ...	4
Native Physicians, ...	1
Private Servants, ...	7
	46

A statement of the classes of society from which the scholars are drawn, is annexed in the margin. It exhibits the usual majority in favor of the children of the people connected with the Courts and Public Offices.

The amount of Schooling Fees and Fines realized and remitted to the local Treasury, from May 1859 to April 1860 is Rs. 580-6-0, being Rupees 180-1-0 in excess of that for the previous year. This shows a considerable improvement in the

financial prospects of the School, a just criterion of its increasing popularity and extended usefulness.

* * * *

Donations. At a meeting of the European and Native gentlemen of the station at the School House, on the occasion of the Distribution of Prizes to the Scholars in December last, (the Director of Public Instruction himself presiding,) the Maharajah of Hutwah and Baboo Tiluckdharee Sahee very kindly placed at the disposal of the Committee Rs. 100 and Rs 50 respectively, for the purpose of prizes.

Examinations, Scholarship, and General. Two Students of the 1st Class competed at the Entrance Examination of the Calcutta University held in December last, and were both successful, one having been placed in the 1st, and the other in the 2nd Division.

* * * *

General Remarks. There is no reason to suppose that the Sarun School was, at any time previous, in a more flourishing state than it is at present, whether we regard the numerical strength, the actual attendance, or the standard of proficiency of the Students.

* * * *

Sreekishen Pundit, the first Junior Scholar of the Sarun School, has been appointed to the most responsible post of *Moonsurrim* at Roy Bareilly, on a salary of 150 Rupees per mensem, from which the Committee anticipate the best results.

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division	
2	1	1	0

ARRAH SCHOOL.

SECRETARY—R. F. HUTCHINSON, ESQ.
HEAD MASTER—MR. J. R. D. CAMERON.

* * * *

NO. OF PUPILS ON THE ROLLS.

Christians,	2
Mahomedans,	20
Hindoos,	58
Total, ...	80

Return shewing the social position of the Parents and Guardians of the Pupils of the Government School.

No. on the 30th April 1859.	Rank, Profession or Trade.	No. on the 30th April 1860.
	Darogahs, ...	1
	Overseers, ...	1
	Putwaries, ...	3
	Vakeels, ...	12
	Mookhtars, ...	6
	Amlahs, Mohurirs, ...	20
	Chuprassees, ...	4
	English Writers, ...	12
	Brahmins, ...	...
	Merchants, ...	...
	Physicians and Native Doctors,	4
	Agriculturists, ...	1
	Private Servants, ...	...
	Teachers, ...	...
	Christians, ...	2
	Bankers, ...	1
	Zemindars, ...	8
	Goldsmiths, ...	2
	Brazier, ...	1
	Tailor, ...	1
	English Translator, ...	1
		80

No of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
	0	0	0

CHOTA NAGPORE SCHOOL.

SECRETARY—CAPTAIN J. DAVIS.
HEAD MASTER—BABOO CHUNDER MOHUN BANERJEE.

* * * *

The School has hitherto been a free one. The system of taking a fee of from 1 to 8 annas a month has been introduced since February 1860. Some of the old students, who are of reduced circumstances, have been retained as free pupils. The Committee have however ruled that no boys in future shall be admitted for less than four annas a month.

Shopkeepers, Merchants,	10
Chaprassees, ...	30
Amlahs, &c.	24
Blacksmiths, ...	4
Tailors, ...	5
Native Doctors, ...	2
Zemindars, ...	2
Husbandmen, ...	3
Sepoys, ...	2
Total	82

The number of Pupils on the Rolls on the 30th April was 82. Of this number 54 are Hindoos, 25 Mahomedans, and 3 Coles. Of the Hindoos 7 are from Bengal. The marginal statement shows the classes of society that send their children to the School.

* * * *

This School has been for a long time in a backward state, owing to the fact of the majority of the boys being sons of poor parents, who are scarcely able to supply them with the necessaries of life, much less pay their schooling fee or provide them with books; and no sooner do they learn to read and write a little, than they are withdrawn. During the year, one of the Palamow Zemindars has sent two of his boys to the School, an example which the Committee trust, will be followed by others. The School has also received on its rolls several children and relatives of the Court Amlahs.

* * * *

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
0	0	0	0

MYMENSING SCHOOL.

SECRETARY—H. BEVERIDGE, ESQ.

HEAD MASTER—BABOO OMACHURN DASS.

Attendance.

The average daily attendance of the Scholars was 136, out of an average total of 172 or 79 per cent. This average is slightly less favourable than that of last year, but the decrease is fully accounted for by the circumstance of cholera having broken out in the neighbourhood in the month of March. This epidemic prevailed for about 2 months, and one of the students of the School fell a victim to it.

The total monthly cost of the education of each pupil, as compared with that incurred in the previous year, is shewn in the subjoined table.

Year.	Total Cost.			Cost to Government.			Cost contributed by each Student.		
1858-59	2	3	3	1	7	0	0	12	3
1859-60.	2	7	11	1	5	8	1	2	3

From this it will appear that though there is an increase in the total cost for this year by 4 annas 8 pie, the cost to Government has been decreased by 1 anna 4 pie per month.

* * * *

Examination.

Out of the 10 boys who went up to Dacca to compete for the Entrance Examination, 3 passed, 4 failed, 1 died in Dacca before the Examination was commenced, and two were unable to attend from sickness.

* * * *

The general results of the Examination have been very creditable to all parties concerned.

* * * *

Gymnasium. A sum of 250 Rupees was sanctioned from the surplus fees of the last year for the erection of a Gymnasium, of which Rupees 120 has been expended, and a commencement has been made by enclosing a piece of ground adjacent to the School, and by the purchase of some Bats and Balls. There is however no one in the Station possessed of the requisite knowledge and leisure to teach the boys Gymnastics, and it is doubtful if the latter could ever begot to relish them. Of Cricket, they are very fond, and play well at it.

NO. OF PUPILS ON THE ROLLS.

Christians, ...	3
Mahomedans, ...	1
Hindus, ...	166
Total	170

No. of Students sent up to the University Entrance Examination.	Passed.		FAILED.
	1st Division	2nd Division.	
10	0	3	7

BOGRAH SCHOOL.

SECRETARY—H. BELL, ESQ.

HEAD MASTER—BABOO UGHORE CHUNDER MOOKERJEE.

The number of boys attending the school on the 31st December 1859, was 80. The average number present during the year was 53.

* * * *

It gives the Committee great pleasure to observe, that the school has been gradually increasing during the last few months; In November and December 20 boys were admitted.

Of the 80 boys attending the school,

73 are Hindus.
5 Mosulmans.
2 Christians.

The Committee have taken the trouble to ascertain the classes of the community to which the boys respectively belong.

Sons of Government Officers, - - - - - -	5
„ of Private individuals, - - - - - - -	15
„ of Zemindars, - - - - - - - - - -	21
„ of Amlahs, - - - - - - - - - - -	32
„ of Merchants. - - - - - - - - - -	7
Total	80

* * * *

The Committee have every reason to be satisfied with the progress made by the boys during the past year. And here the Committee desire to record their favorable opinion of the Head Master, Baboo Ughore Chunder Mookerjee. He takes great interest in the welfare of the boys, and under his management, the school has, during the last few months, been rapidly increasing.

The Committee are also satisfied with the exertions and conduct of the rest of the Masters.

* * * *

Estimation of the School by the native community.

It gives the Committee great pleasure to record the increased interest which the subject of Education is exciting in the minds of the Zemindars and Landholders of the district. A meeting recently held in the School-room was attended by many of the Zemindars and other influential men, and the sum of Rupees 101 was collected and placed in the hands of the Secretary to be contended for in prizes at the next examination.

The measures adopted by Government to promote the study of the Vernacular have not been without success.

At the recent Scholarship Examination, 13 boys of the Sudder Vernacular School were reported to have qualified themselves for promotion to the English School, and entitled to the Government gratuity of 4 Rupees a month ; 4 Mussulmen boys were among the successful candidates. This fact, the Committee hope, may be taken as an indication that the cause of Education is becoming more popular with the Mussulman section of the community.

* * * *

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
0	0	0	0

DINAGEPORE SCHOOL.

OFFG. SECRETARY—H. ROSE, ESQ.

HEAD MASTER—BABOO GOOROOCHURN CHATTERJEE.

* * * *

Present state of the School.

The students, 103 in number, are divided into 5 classes. Every Master takes the Bengali of his own class.

* * * *

The Estimation in which the School is held by the Natives.

The School appears popular amongst the Natives, who regard it as a means for recommending their sons to Government situations.

* * * *

FIRST CLASS.

Three, out of 4 boys of the first section, presented themselves to the University Entrance Examination, held at Dacca and Calcutta. The result is given below.

Names.	English.	Bengali.	History.	Mathematics.
Koylash Chunder Sein, ...	20	52	20	7
Ramoni Mohun Bose, ...	24	44	27	35
Gopal Lall Mookerjee, ...	9	21	24	Absent.

* * * *

With reference to the large number of boys who have absented themselves from School on the plea of sickness during the year, I do not see how the Head Master can be expected to prevent their

non attendance, in instances where the fact of illness is testified to by their relatives or guardians. This can, in my opinion, only be done by requiring a Medical Certificate to be produced, in cases where the absence extends to more than a day. It must also be taken into consideration that in a notoriously unhealthy district like this, the average ratio of sickness must be much greater than elsewhere. My residence of three months in this district has been too short to enable me to become thoroughly acquainted with the merits of the Teachers, and the success, or otherwise, of the method of tuition followed by them, but the School appears to be progressing favourably under the able superintendence of the present Head Master, of whose qualifications I have every reason to form a high opinion.

No. of Pupils on the Rolls.

Mahomedans, ...	21
Hindus, ...	81
	102

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
3	0	0	3

SEEBSAGUR SCHOOL.

SECRETARY—J. THORNTON, ESQ.

HEAD MASTER—BABOO NEELMONEY GANGOOLY.

* * * *

The School, unfortunately, during the past Academic year was without a Head Master for 7½ months. Mr. Ingels, the late incumbent, having resigned the situation, much to the regret of the Committee, as well as the boys of the School, in the beginning of August; and Baboo Neelmoney Gangooly having joined his appointment only on the 13th ultimo. As far as has yet been observed the present incumbent seems to be zealous in his duties: and as his certificates testify creditably to his method of teaching, there is every hope of the interests of the School, and the progress of the boys, being advanced by his exertions during the present year.

The Fees of the English School were raised from the 1st instant, agreeably to my lettter No. 291, of the 31st ultimo, since then there has been a slight falling off in the number of the boys; but whether from an unwillingness to pay the enhanced rates, or from causes connected with the sad ravages recently committed by cholera in the station, has not been ascertained precisely. Nevertheless I am happy to say the usual monthly income of the School has not been diminished, while there is every hope of an improvement in the finances in the course of a month or two. There never have been any local donations or endowments received for or by the institution; but that it is highly valued by the respectable classes of natives at Seebsagur, is proved by all of them, with scarcely any exception, sending their sons to be educated at the Schools.

* * * *

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
0	0	0	0

GOWHATTY SCHOOL.

OFFG. SECRETARY—Dr. J. ALLAN, F. R. C. S.

OFFG. HEAD MASTER—BABOO JUNMEEJOY DASS.

The increasing desire among the Natives of Assam to become acquainted with the English language is becoming daily apparent. There has been a decided increase in the number of boys in both the English and Vernacular Departments, since the date of the late report; the number on the Rolls of the English Department being now 104, and in the Vernacular Department 241. Several applications have also, during this period, been rejected, having been presented by those who are precluded from admission by advance in age, while several names have been struck off the rolls, either for irregularity of attendance, or default in the payment of the Schooling Fees.

The present number of boys shows an increase of 35 over the last year's aggregate of 69, in the English Department, and an increase of 82 boys in the Vernacular Department, compared with the number in the 30th April 1859. It appears now to be well understood that a thorough knowledge of English and Bengallee is the only way to preferment.

* * * *

The Teachers have conducted themselves throughout the year to the entire satisfaction of the local Committee; and they desire to record the high opinion they entertain of Baboo Junmeejoy Dass, the Officiating Head Master. He has discharged the duties that have devolved on him with praise-worthy zeal and has been eminently successful in promoting the interests of the Institution over which he at present presides. The progress of the boys, the general improvement in the School, and its increasing popularity,

are all in a great degree attributable to the energy and tact of the Officiating Head Master.

* * * *

NO. OF PUPILS ON THE ROLLS.

Christians, ...	1
Mahomedans, ...	24
Hindoos, ...	79

No of Students sent up to the University Entrance Examination.	Passed.		FAILED.
	1st Division.	2nd Division.	
0	0	0	0

DARJEELING SCHOOL.

FROM THE REPORT OF THE SUPERINTENDENT OF DARJEELING—DR. A. CAMPBELL.

HEAD MASTER—MAHOMED HASHEM.

The number of boys on the Rolls, on the 30th April 1858, was 18; 30th April 1859—34; 30th April 1860—45.

The general progress of the boys who have attended during the year, was fair, in English Reading, Dictation and Spelling, also in Writing and Arithmetic.

* * * *

The boys generally displayed a good deal of intelligence and interest in their lessons, and the state of the School is creditable to the Master, Mahomed Hashem.

* * * *

No. of Students sent up to the University Entrance Examination.	Passed.		Failed.
	1st Division.	2nd Division.	
0	0	0	0

Appendix B.

I.—Circulars, &c, issued by the Director of Public Instruction.

[*Circulated to the Authorities of Colleges and Schools generally, with an intimation that the Junior Scholarship Test of Examination will, as before, be the same as that for Entrance to the Calcutta University.*]

No. 1.

Calcutta University.

SUBJECTS FOR THE ENTRANCE EXAMINATION, 1860.

I.—LANGUAGES.

English.

Rogers' Pleasures of Memory.

Coleridge's Hymn before Sun-rise in the Vale of Chamouni.

DeQuincey's Revolt of the Tartars.

Craik's Pursuit of Knowledge under Difficulties (selected portions).

Helps' Essays, written during the Intervals of Business, Part I.

Mantell's Thoughts on Animalcules.

Greek.

Homer's Iliad, Books IX. and X.

Xenophon's Anabasis, Book I.

Latin.

Horace's Epistles, Book II. and Ars Poetica.
Cicero's Catilinarian Orations.

Hebrew.

Book of Genesis.

Arabic.

Alif Laila, Nights I.—XX.
Nafhat-al-Yaman, Chapter II.

Persian.

Gulistan.
Bostan.

Sanscrit.

Raghuvansa.
Viracharita.

Bengali.

Hitopodesh, (expurgated); Encyclopædia Bengalensis, (Voyages and Travels); Muhabharat, Physical Geography, (Rajendrololl Mittra's,) selected portions.

Hindi.

Ramayun, Books I and II.
Vidyankur.

Urdu.

Bagh-o-Bahar.
Ikhwan-al-Safa.

Oorya.

Hitopodesh.

Burmese.

The Thoodhamma Tsaric.
The Dhamma Pada.

The Papers in each Language will include Questions on Grammar and Idiom.

Easy Sentences in each of the Languages in which the Candidate is examined, will be given for translation into the other Language.

II.—History and Geography.

The Outlines of General History, as contained in the 1st Volume of Marshman's Brief Survey, and the Outlines of Indian History, as contained in Murray's History of India to the end of the year 1815.

A general knowledge of Geography, and a more detailed knowledge of the Geography of India.

III.—Mathematics—Arithmetic and Algebra.

The ordinary Rules of Arithmetic.
Vulgar and Decimal Fractions.
Extraction of the Square Root.
Addition, Subtraction, Multiplication, and Division of Algebraical Quantities.
Proportion.
Simple Equations.

Geometry.

The first three Books of Euclid, with such easy deductions and applications as arise directly out of those Books.

In Branches II. and III., answers may be given either in English or in any other of the Languages in which the Candidate may elect to be examined.

[*Circulated to the Inspectors of Schools and Principals of Colleges for information.*]

Nos. 1327 to 1338.

Extract from the Proceedings of the Hon'ble the Lieutenant-Governor of Bengal in the Education Department, under date the 15th of June 1859.

Read the undermentioned papers on the subject of the knowledge of the Vernacular possessed by Inspectors of Schools :—

Education Proceedings,	28th May 1857,	No.	84.
Ditto	ditto,	25th June	,,	,,	248.
Ditto	ditto,	23rd July	,,	,,	89-92.
Ditto	ditto,	30th ,,	,,	,,	97-100.
Ditto	ditto,	11th March 1858.	,,	77-79.

Resolution.—The Lieutenant-Governor observes that very shortly after the appointment, in April 1857, of Mr. E. Lodge to be an Inspector of Schools in South Bengal, Mr.———————— reported to the Director of Public Instruction his (Mr. Lodge's) ignorance of the Bengali language, and drew attention to the necessity of the possession of a competent knowledge of the Vernacular by Officers, one important part of whose duties was to report to Government on *Vernacular* Schools, *Vernacular* Teachers, and *Vernacular* School Books, and to suggest, as the results of their *own observation and experience*, the best plan for the spread of Education among the *rural* population.

2. Mr. Gordon Young, in laying this matter before the Government, proposed the passing of the following rule, *viz.*, "that after his first appointment, no Inspector of Schools should be promoted to a higher grade, or draw an increase of salary, until he shall have passed either in Bengali or Hindoostani, by the ordinary test prescribed for the examination of newly-appointed Members of the Civil Service."

3. Upon this, the late Lieutenant-Governor recorded a Minute under date the 14th May 1857, entering on the mental and moral qualifications necessary for an Inspector, and on the difficulty at present of securing such qualifications combined with a knowledge of the Vernacular, which was undoubtedly a most desirable acquisition, but expressing a wish, before coming to a final determination, to learn from the Inspectors themselves their own view of their proficiency, and after what reasonable interval they would be willing to present themselves for examination.

4. With reference to this enquiry, Mr. Woodrow stated, he would offer himself for examination immediately, which he did, and was passed. Mr. Harrison proposed to go up for examination very shortly, but Mr. Lodge could offer no prospect of his being able to undergo such a test of his proficiency. In November 1857, the attention of the Officiating Director of Public Instruction was again directed to this subject, with reference to Messrs. Lodge and Harrison, and on the 16th January following Mr. Young replied, that neither of these gentlemen had passed, and that after carefully re-considering the question, he fully recommended the adoption of the rule regarding the examination of Inspectors as originally proposed by him. Accordingly, on 5th March 1858, this rule received the approval of Government.

5. At the present time the number of Inspectors is as follows:—

Mr. Robinson and Dr. Roer — Whose attainments in the Vernacular are such as to render their passing an examination unnecessary.

Mr. Woodrow ... Passed.

and

Messrs. Harrison and Lodge ... Who have not yet passed.

6. The Lieutenant-Governor is of opinion, that this rule for the examination of Inspectors, which requires that no Inspector should be promoted until he shall have passed either in Bengali or Hindoostani, is quite inadequate to check what, if it should be found in any case to exist at present, must be admitted to be a grave abuse,

namely, the employment of a gentleman to inspect Vernacular Schools, and to report on Vernacular Teachers, who cannot even imperfectly understand what is said to him, or make another understand what he says, in the only language which is understood by the mass of Teachers and Scholars in question. The degree of familiarity with the Native language which it may be wise to insist upon at present, may be open to much discussion: but that absolute ignorance of it, or what in practice is tantamount to that, is an absolute disqualification for the time being, in the same sense that to be deaf and dumb would be a disqualification, is a proposition too plain to be open to discussion. As Mr Halliday in his Minute of the 14th May 1857, has said; "in the inspection of Vernacular "Schools, now so large and increasing a branch of our Inspectors' "duties, a knowledge of the Vernacular is absolutely and obviously "indispensable."

7. The rule now in force does not operate as a check to such an abuse. If a person is wholly disqualified for a particular office, a rule which provides that he shall not be especially rewarded by promotion or otherwise, for his conduct in that office, whilst he is allowed to continue in the office as a permanent incumbent, and so to prevent for an indefinite time any other person being employed to perform the public service which he cannot perform, is a rule which does not meet the case in any degree. What the Schools want are Inspectors not disqualified, and not promoting Inspectors does not supply the want.

8 A rule such as the one Mr. Long recommended, seems to the Lieutenant-Governor the proper remedy for the evil, namely, "that no person should be permanently appointed as Inspector "who has not passed an examination in the Vernacular of the "same Standard as that fixed for Civilians," and this rule does not go further than is reasonable as the first step in a system of reform. The Standard suggested is low, and easily attainable by most men in a moderate time. It is passed in one language by young gentlemen of the Civil Service commonly in less than six months. For

perfect efficiency a much higher standard is requisite, and should be eventually applied. But the standard proposed, with the addition of a colloquial examination, will suffice for the moment to prevent the possibility of the permanent employment of men absolutely disqualified by ignorance of the Native language for the business for which they are paid.

9. It may have been that, when the present rule was made by the late Lieutenant-Governor, it was thought that it would answer the purpose of causing present incumbents, if disqualified, to qualify within a reasonable time. But if this be so, it is now plain that the rule has had no such effect. The two Inspectors whose attainments in any Vernacular language were not known to be sufficient, and had not been proved by exmination when the rule was made, still remain unexamined, though one of these gentlemen appears to have been prepared to offer himself for examination before the rule was passed. There can be no stronger proof of the necessity of cancelling the rule, and of passing another rule which shall really meet the requirement of the case. The permanent employment of gentlemen in the important work of Educational Inspection, who are notoriously and confessedly disqualified in an essential point for the performance, even in an imperfect manner, of one of the chief parts of their duty, would be an abuse such as no personal considerations would justify.

ORDER.—Ordered, that the rule passed by the late Lieutenant-Governor on the 5th March 1858 be cancelled, and that the following rule be passed and published in the *Calcutta Gazette*:—

RULE.—No person will be permanently appointed as Inspector of Schools, who has not passed an examination in the Vernacular of the same Standard as that fixed for the newly-appointed Members of the Civil Service.

Ordered also, that the Officiating Director of Public Instruction be directed to call upon Mr. Lodge and Mr. Harrison immediately to proceed to the Presidency for the purpose of being examined in accordance with this rule, and to report the result for the information of Government.

[*Communicated to the Inspectors of Schools for their information.*]

No. 1342.

FROM

R. B. CHAPMAN, ESQUIRE,
Under Secretary to the Government of India,
HOME DEPARTMENT,

TO

A. R. YOUNG, ESQUIRE,
Secretary to the Government of Bengal.

Dated the 1st July 1859.

SIR,—IN continuation of my letter noted on the margin, I am directed to transmit for information and guidance the accompanying Extract (paragraph 3) of a Despatch from the Right Hon'ble the Secretary of State for India, No. 8, dated the 12th of May last, regarding the existing restriction on the augmentation of expenditure on account of Education.

No. 1841, dated the 6th August 1858.

Extract from a Despatch from the Right Hon'ble the Secretary of State for India, in the Educational Department, No. 8 of 1859, *dated the 12th May.*

PARA. 3. In communicating the decision to which, after consideration in Council, I have come with respect to these proposals, it is scarcely necessary to remark that nothing but urgent financial considerations would have led the Home Authorities, in their Despatch of 22nd June 1858, to impose any general restriction on the progressive development of those measures for the extension of Education throughout India, which had been brought into operation under their instructions. Those considerations, as you are well aware, exist in still greater force at the present time, than at the date of the orders referred to, and they compel Her

Majesty's Government to limit their sanction of any new expenditure to cases, if not of absolute necessity, at least of very exceptional interest and importance.

[*Addressed to the Principals of Colleges.*]

Nos. 2093 to 2101.

Dated the 29th September 1859.

SIR,—With reference to your letter No.——dated——— I have the honor to forward the following Rule regarding the supply of Books for Libraries of Colleges for future guidance.

RULE.

Considerable inconvenience having been experienced from the present mode of supplying Colleges with Library Books, Principals will, in future, purchase the books they require, without reference to this office, sending up their Bills half yearly, but not oftener, for sanction in the usual manner.

It is to be distinctly understood, that the amount available for any year must be expended, and bills submitted within that year, and that no bill for books purchased, not submitted before the 30th April, will be passed.

[*Communicated to the Inspectors of Schools.*]

No. 2282.

To

THE INSPECTOR OF SCHOOLS IN ———

Dated the 31st October 1859.

SIR,—In continuation of this Office Letter No. 1183, dated 29th of June last, I have the honor to state that the following Rule should be added to the Teachership Rules

See page 29 of Appendix B. of General Report, for 1856-57.

now in force and should be inserted between Sections 8 and 9 of those Rules.

8*a*. Candidates for the 2nd Grade, who may have entered the University at least one year previously in the 2nd Division (and who are therefore precluded from again going up to the Entrance Examination,) may nevertheless obtain 2nd Grade certificates, if in the opinion of the Examiners they possess, in addition to the requisite knowledge of the Art of Teaching, and of a School Master's duties, such general attainments as would fairly entitle them to pass the Entrance Examination in the 1st Division.

[*Addressed to the Principals of Colleges.*]

Nos. 2500 to 2504.

Dated the 1st December 1859.

SIR,—In reply to your letter No.——dated ————————I have the honor to inform you, that the recent change in the vacations does not affect the official year, (from May 1st to April 30th), with reference to which Accounts, Returns, and Reports should be prepared as heretofore.

[*Addressed to the Principals of Colleges.*]

Nos. 2583 to 2587.

Dated the 9th December 1859.

SIR,—Under Orders from Government I have the honor to request that, in future, no College Examination of Students leaving College may be held, and no certificate of having passed such Examination be granted by any Principal. The same rule will apply also to Collegiate Schools.

2. The form of certificate appended to this Office Circular, dated 10th of August, 1857* must now be modified by the omission of the words referring to progress and proficiency. It will in future stand as follows:—

See Page 6. App. B. of General Report for 1857-58.

These are to certify that ———— has studied in the ————College for a period of ———— that at the time of quitting College he was in the ————Class, and that his conduct has been————. At the time of leaving the College he held a ———— Scholarship.

[*Circulated to the Authorities of Colleges and Schools.*]

No. 6.

Dated the 23rd February 1860.

Sir,—As it may now fairly be expected of pupils attending Zillah Schools that they should go up to the University Entrance Examination at the conclusion of their school course, and as it is not expedient that this Department should do anything to supersede or interfere with the University Examinations, I have the honor to request that, in future, no Certificate of progress or proficiency, or of any thing but attendance and good conduct, be granted to any pupil of a Zillah School.

2. The form of certificate appended to this Office Circular, dated September 3rd 1857, will now therefore stand as follows:—

See page 12, Appendix B. to General Report of 1857-58.

This is to certify that————has regularly attended the————Zillah School, for a period of————that is to say, from————18—

to————————18——that at the time of quitting the School he was in the highest class, and that his conduct has been————.

I have, &c.

(Signed) W. GORDON YOUNG,
Director of Public Instruction.

P. S.—It will probably be hardly necessary to use printed forms of such Certificate.

[*Circulated to the Authorities of Colleges and Schools.*]

No. 3.

Dated the 7th February 1860.

SIR,—Adverting to my Circular No. 10, dated 19th January 1859, I have the honor, under instructions from Government, to inform you, that the limit of "ten miles" mentioned in the 5th paragraph of that circular, will, for the future be extended to "thirty miles" from Calcutta. Moreover, all lads coming up from Collegiate Schools, will be expected to pass by the higher Standard, as prescribed for Schools in or near Calcutta, i. e. the Entrance Examination Test, 1st Division.

2. It has likewise been determined that candidates passing by the Lower or "Outside" Standard (i. e. Entrance Examination, 2nd Division), shall be eligible only for Scholarships of the Lower Grade (i. e. not exceeding Rupees 8, Eight a month), and that they shall hold such Scholarships only at an "Outside" College, * or at one of the Professional colleges.†

* Such as Kishnaghur, Berhampore, or Dacca.
† Medical, Law, and Civil Engineering Colleges.

3. The same Rules will hold good as regards Candidates from private or Non-Government Schools.‡

‡ See Rules of February 19th, 1858. Report for 1857-58, Appendix B., page 18.

4. The Scholarships recently awarded have been awarded on the principles above indicated, as far as was considered practicable and fair.

[*Addressed to the Inspectors of Schools.*]

Nos. 259 to 263.

Dated the 15th February 1860.

SIR,—Adverting to my Circular No.——date 3rd February 1858, I have the honor to state, that in future Half-Yearly Reports will not be required from your Office ; but the statistical returns must continue to be furnished as heretofore, and to be sent in as soon after the conclusion of the period to which they refer, as may be consistent with accuracy.

(Communicated to the Inspectors of Schools.)

No. 419.

To

THE INSPECTOR OF SCHOOLS, IN———

Dated the 6th March 1860.

SIR,—Referring to your Letters Nos. 951 and 970, dated respectively the 22nd and 28th ultimo, I have the honor to observe, that it is not the practice for Inspectors to sanction the lowering of the tuition fees in any Zillah School, without a previous report to this Office. There is not, perhaps, quite so strong an objection to *raising* such fees [experimentally] without a previous report, as it is always easier to reduce a rate that is found to be too high, than to increase one that has been unduly reduced. It is perhaps better

however that all such changes in the rate of tuition fee in English schools, should be sanctioned by this Office before being carried into effect.

[*Addressed to the Inspectors of Schools.*]

Nos. 531 to 534.

Dated the 15th March 1860.

SIR,—In continuation of my No.—dated 16th December last, I have the honor to forward herewith, for your information and guidance, Extract (paras. 2 to 5) from a letter from Government, dated 3rd of January last, together with an A. B. Case and Futwah, and I request that you will let it be known as widely as possible among persons connected with aided Schools, that fraudulent practices in connection with the administration of the grants, render the local Managers liable to criminal prosecution, as well as to the stoppage or suspension of the grant.

Extract of a letter from the Junior Secretary to the Government of Bengal to the Director of Public Instruction, No. 1 *dated the 3rd January* 1860

2. The Lieutenant-Governor observes, that the state of society which allows persons in comparatively affluent circumstances notoriously to commit such petty frauds and falsehoods as are described in this correspondence, without fear of such loss of character in their neighbourhood as would be dear at many times the same price, is much to be deplored. But no change in the Grant-in-aid

Rules could remedy this national defect or its consequences. This however, the Lieutenant-Governor agrees with you in thinking to be no reason for putting a general stop to the Grant-in-aid system; nor indeed is it a reason against any one educational system whatever, whilst it is a strong reason for some such system or other.

3. It will be proper to make it publicly known that Grants-in-aid will be stopped or suspended in all cases where there is any reasonable suspicion of the existence of such mean and disgraceful practices as are now shown in some cases to exist. The Lieutenant-Governor is happy to see that the present correspondence affords ground for believing that such practices are very far from universal. It is to careful daily administration rather than to endless changes of system that he looks for gradual improvement, and the several Inspectors whose Reports are before him seem fully alive to this necessity, and will no doubt exert themselves successfully to check the evil.

4. It may safely be assumed that where the people are really anxious for an aided School, they will in some way or other so contrive, if the Educational Department insists upon honesty, that no local Managers shall deprive them of what they want. The practice of petty frauds which must have such an effect, will cease to be compatible with local respectability.

5. The Lieutenant-Governor is surprised at the doubt felt by the Legal Remembrancer of frauds of the nature in question being punishable, if proved; and he thinks that this doubt should be immediately cleared up. The Legal Remembrancer alludes to the English Common Law, which, as that Law is not in force in the Mofussil, has nothing to do one way or the other with the question in doubt. But he does not allude to the only Law applicable to that question, namely, the Mahomedan Criminal Law. An A. B. case should be laid by you before a Mahomedan Law Officer for his futwah; and if, as the Lieutenant-Governor anticipates, his futwah is to the effect that the obtaining of money from Government

in the manner and for the purpose described, upon a false pretence, is punishable by Mahomedan Law, the first case that can be proved should be brought formally into a Magistrate's Court.

CASE.

Submitted by the Director of Public Instruction.

A, the Proprietor or Manager of a School, obtains from Government a Grant of Rupees (40) forty a month, in aid of his School, on condition that he shall raise by local subscription an equal sum monthly, and that he shall keep up a certain specified Teaching Staff, say

1 Teacher, at Rs. 60 a month.
1 Ditto „ 20 „

After a while A fails to fulfil these conditions, *i. e.* he collects subscriptions to the extent of only (20) twenty rupees a month, and pays the Head Teacher only Rupees (40) forty. Yet, with a view to the continuance of the Grant, he sends up to the Government Inspector of Schools every month false accounts, setting forth that the full amount of Subscriptions has been duly collected, and the full amount of salaries originally agreed to duly

FUTWAH.

By Moulvee Mahomed Wujeeh, Professor of Law in the Mahomedan College of Calcutta.

A should refund the whole amount drawn and received by him monthly from the Government, from the date he failed to fulfil the above conditions. He should be indicted by the Inspector of Schools, who, on the part of the Government, paid the money to him. And as A had received public money fraudulently, and by having recourse to falsehoods, he is liable to punishment, both as a warning to him, and as an example to others. The nature and extent of the punishment to be inflicted, must be determined by the Officer trying the case, regard being had to the conditions in life of the accused. The case should be tried before an Officer possessing a good knowledge of the rules by which the infliction of punishments are regulated, in

paid. And the Inspector in consequence goes on passing the bills for the Grant, a course he would certainly not adopt if he were aware of the real state of things. Is A liable to punishment on the above facts being brought to light, and proved? Also by what person or authority should he be indicted?—before what authority? and for what legal offence under the Mahomedan Law?

their different degrees, and the laws regarding the administration thereof.

(Sd.) MAHOMED WUJEEH,
Head Professor,
Arabic Department.

CALCUTTA MUDRUSSAH,
The 6th March 1860.

[*Communicated to the Inspectors of Schools for their information and guidance, in continuation of this Office Circular, dated 15th March* 1860.]

No. 97.

FROM

RIVERS THOMPSON, ESQ.,
Junior Secretary to the Government of Bengal.

TO

THE DIRECTOR OF PUBLIC INSTRUCTION.

Dated, the 28th March 1860.

Education.

SIR,—Adverting to your communication No. 536, dated the 15th instant, I am directed to forward to you the accompanying copy of a letter* of this date, addressed to the Superintendent and Remembrancer of Legal Affairs, and to state that you should order prosecution before the Magistrate in all cases of fraud committed in connection with Government Grants-in-aid.

* No. 96.

Appendix C.

Return of Senior Scholarships gained during the Year 1859-60.

Names of Scholars.	School at which gained.	When gained.	Monthly Value of Scholarships.	For how long tenable.	For Proficiency in what branch.
Herro Lall Roy, ...	Presidency College,	1859-60,	Rs. 25	Two Sessions,	Highest proficiency in History, and good general progress.
Joghessur Mookerjee, ...	Ditto,	Ditto,	„ „	Ditto,	Highest proficiency in English Literature, and good general progress.
Mohendro Lall Seal, ...	Ditto,	Ditto,	„ „	Ditto,	General Proficiency.
Umbica Churn Banerjee, ...	Ditto,	Ditto,	„ „	Ditto,	Ditto.
Nursing Chunder Mitter, ...	Ditto,	Ditto,	„ „	Ditto,	Ditto.
Denesh Chunder Roy, ...	Ditto,	Ditto,	„ „	Ditto,	Ditto.
Radhicaprosaud Mookerjee, ...	Ditto,	Ditto,	„ „	Ditto,	Ditto.
Tarraprosunno Dass, ...	Ditto,	Ditto,	„ „	Ditto,	Ditto.
Doorga Dass Dutt, ...	Kishnaghur College,	Ditto,	„ 20	Ditto,	Proficiency in English Literature, and good general progress.
Mutty Lall Sircar, ...	Ditto,	Ditto,	„ „	Ditto,	High Proficiency in Vernacular Literature, and fair progress.
Kally Coomar Koondoo, ...	Hooghly College,	Ditto,	„ „	Ditto,	High Proficiency in Mathematics and fair progress.
Rogendro Coomar Seal, ...	Ditto,	Ditto,	„ „	Ditto,	General Proficiency.
Romanath Seal ...	Ditto,	Ditto,	„ „	Ditto,	Ditto.
Aughore Nauth Ghose, ...	Ditto,	Ditto,	„ „	Ditto,	Ditto.
Brijo Beharee Roy. ...	Dacca College,	Ditto,	„ „	Ditto,	Highest Proficiency in Mathematics, and fair progress.
Omakishore Roy, ...	Ditto,	Ditto,	„ „	Ditto,	General Proficiency.
Jadubchunder Chuckerbutty,	Ditto,	Ditto,	„ „	Ditto,	High Proficiency in English Literature, and fair progress.

Ushruff Alli, ...	Calcutta Mudrussah.	Ditto,	,,	20	One Session,	Arabic.
Abdoor Hussum, ...	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.
Enam Hyder, ...	Ditto,	Ditto,	,,	15	Ditto,	Ditto.
Golam Hossain, ...	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.
Shurreat Oollah, ...	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.
Abdool Wasey, ...	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.
Mahomed Hossain, ...	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.
Abdool Quadar, ...	Hooghly Mudrussah,	Ditto,	,,	,,	Ditto,	Ditto.
Abdoor Ruheem, 1st, ...	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.
Neelumber Mookerjee, ...	Sanscrit College,	Ditto,	,,	,,	Ditto,	Sanscrit.
Hurro Mohun Bhuttacharjee,	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.
Kantichundra Banerjee, ...	Ditto,	Ditto,	,,	16	Ditto,	Ditto.
Hurrochunder Chuckerbutty,	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.
Radharoman Gooptu, ...	Ditto,	Ditto,	,,	12	Ditto,	Ditto.
Hurrishchunder Bhattacharjee,	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.
Ramchunder Chatterjee, ...	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.
Grishchunder Banerjee, ...	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.
Akhoyacoomar Surbadhicary,	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.
Peary Mohun Sein, ...	Ditto,	Ditto,	,,	10	Ditto,	Ditto.
Nrisinghachunder Mookerjee,	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.
Neelmoni Mookerjee, ...	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.
Sreepoti Banerjee, ...	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.
Callymohun Chatterjee, ...	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.
Callee Prosunno Moitra, ...	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.
Russick Behary Biswas. ...	Ditto,	Ditto,	,,	,,	Ditto,	Ditto.

Return of Junior Scholarships gained during the year 1859-60.

Names of Scholars.	School at which gained.	When gained.	Monthly value of Scholarships.	For how long tenable.	For Proficiency in what branch.
Herembhoo Lall Goshamy, ...	Ooterparah School,	1859-60.	Rupees 10	2 Sessions.	General Proficiency in English School studies.
Gopal Chunder Daw, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Khetter Nauth Mitter, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Sharut Chunder Sandel, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Gouree Sunker Chatterjee, ...	Bancoorah ditto,	ditto,	„ 8	ditto,	ditto.
Grish Chunder Roy, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Gobin Chunder Mookerjee, ...	Hooghly Collegiate School,	ditto,	„ 8	ditto,	ditto.
Kanti Chunder Mitter, ...	ditto,	ditto,	„ 10	ditto,	ditto.
Kanie Lall Mookerjee, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Khetter Mohun Sein, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Radha Bullub Paul, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Bhoobendronarain Nundy, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Ram Chunder Goopta, ...	Hooghly Branch School,	ditto,	„ 8	ditto,	ditto.
Prosunno Chunder Roy, ...	Kishnaghur Collegiate School,	ditto,	„ 8	ditto,	ditto.
Luckinarain Dass, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Nilmoney Chowdry, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Soshee Bhoosun Mookerjee, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Kashikanto Promanic, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Ombica Churn Mookerjee, ...	ditto,	ditto,	„ 8	ditto,	ditto.

Shama Churn Chatterjee, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Hem Chundro Bhattacharjee,	ditto,	ditto,	„ 8	ditto,	ditto.
Radhakissen Sein, ...	Berhampore Collegiate School,	ditto,	„ 8	ditto,	ditto.
Kristo Dhun Sein, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Sussee Bhoosun Bose, ...	Comillah School,	ditto,	„ 8	ditto,	ditto.
Amurooddeen Ahimed, ...	ditto,	ditto,	„ 10	ditto,	ditto.
Shoshee Bhoosun Kur, ...	Bauleah School,	ditto,	„ 8	ditto,	ditto.
Amour Nauth Bhattacharjee,	ditto,	ditto,	„ 8	ditto,	ditto.
Peary Lall Roy, ...	ditto,	ditto,	„ 10	ditto,	ditto.
Koylash Chunder Sein, ...	Mymensing School,	ditto,	„ 8	ditto,	ditto.
Nobin Chunder Sein, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Adhinauth Mitter, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Bani Madhub Mitter, ...	Jessore School,	ditto,	Indro Bhossun Deb Roy's Scholarship 8	ditto,	ditto.
Rajkristna Banerjee, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Jadu Bhossun Mookerjee, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Sham Lall Haldar, ...	Hindu School,	ditto,	Rajah of Burdwan's Schp. 10	ditto,	ditto.
Otool Chunder Mullick, ...	ditto,	ditto,	Tagore Family's Schp. 10	ditto,	ditto.
Gobind Chunder Seal, ...	ditto,	ditto,	Bird Schp. 10	ditto,	ditto.
Nobin Chunder Boral, ...	ditto,	ditto,	Ryan Schp. 10	ditto,	ditto.
Tarieny Churn Ghose, ...	ditto,	ditto,	Dwarkanath Tagore Schp. 10	ditto,	ditto.
Gopal Chunder Roy, ...	ditto,	ditto,	„ 10	ditto,	ditto.
Judogopal Bose, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Jadub Chunder Banerjee, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Kali Nauth Mitter, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Prannath Dutt, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Kassikinkur Mitter, ...	ditto,	ditto,	„ 8	ditto,	ditto.

Return of Junior Scholarships gained during the year 1859-60.—*(Continued.)*

Names of Scholars.	School at which gained.	When gained.	Monthly value of Scholarship.	For how long tenable.	For Proficiency in what branch.
Gooroo Dass Banerjee, ...	Colootollah B. School,	1859-60.	Rupees 8	2 Sessions.	General Proficiency in English School studies.
Hurrogopal Sircar, ...	ditto,	ditto,	,, 8	ditto,	ditto.
Debendronauth Roy, ...	ditto,	ditto,	,, 8	ditto,	ditto.
Grish Chunder Mitter Sr., ...	ditto,	ditto,	,, 8	ditto,	ditto.
Chundro Nauth Chowdry, ...	ditto,	ditto,	,, 8	ditto,	ditto.
Kadar Nath Mitter, ...	ditto,	ditto,	,, 8	ditto,	ditto.
Baney Madhub Roy, ...	ditto,	ditto,	,, 8	ditto,	ditto.
Shumbhoo Chunder Naug, ...	Dacca Collegiate School,	ditto,	,, 8	ditto,	ditto.
Kally Narain Raha, ...	ditto,	ditto,	,, 8	ditto,	ditto.
Obhoy Dass Bose, ...	ditto,	ditto,	,, 8	ditto,	ditto.
Gunga Nath Roy, ...	ditto,	ditto,	,, 8	ditto,	ditto.
Shurbanund Dass, ...	ditto,	ditto.	,, 8	ditto,	ditto.
Bishala Churn Mullick, ...	Midnapore School,	ditto,	,, 8	ditto,	ditto.
Tareenee Chunder Mookerjee,	ditto	ditto,	,, 8	ditto,	ditto.
Toolay Prosaud, ...	Sarun School,	ditto,	,, 10	ditto,	ditto.
Purmashur Dyal, ...	Bhaugulpore School,	ditto,	,, 8	ditto,	ditto.
Sarodaprosaud Chatterjee, ...	ditto,	ditto,	,, 10	ditto,	ditto.
Bhuggobanchunder Chatterjee,	Burrisaul School.	ditto,	,, 10	ditto,	ditto.
Sree Nauth Goopt, ...	ditto,	ditto,	,, 8	ditto,	ditto.
Bama Churn Chatterjee, ...	Baraset School,	ditto,	,, 8	ditto,	ditto.
Dwarkanauth Ghosal, ...	ditto,	ditto,	,, 8	ditto,	ditto.

Mohendro Narain Ghose, ...	ditto,	ditto,	„	8	ditto,	ditto.
Kalla Chand Banerjee, ...	ditto,	ditto,	„	8	ditto,	ditto.
Ukhil Chunder Sein, ...	Chittagong School,	ditto,	„	8	ditto,	ditto.
Issur Chunder Nundy, ...	ditto,	ditto,	„	8	ditto,	ditto.
Kalli Coomar Dass, ...	Furreedpore School,	ditto,	„	8	ditto,	ditto.
Shoshee Coomar Chatterjee, ...	ditto,	ditto,	„	8	ditto,	ditto.
Bhobany Sunker Sein, ...	ditto,	ditto,	„	8	ditto,	ditto.
Dwarka Nauth Sircar, ...	ditto.	ditto,	„	8	ditto,	ditto.
Ram Churn Samil, ...	Pubna School,	ditto,	„	8	ditto,	ditto.
Debendrochunder Mozoomdar,	ditto,	ditto,	„	8	1 Session.	ditto.
A. T. Atkinson, ...	Cuttack School,	ditto,	„	8	ditto,	ditto
Harra Dhun Ghose, ...	ditto,	ditto,	„	8	2 Sessions.	ditto.
Hem Chunder Roy, ...	ditto,	ditto,	„	8	ditto,	ditto.
Bonomally Sing, ...	ditto,	ditto,	„	8	ditto,	ditto.
Peary Mohun Sing, ...	ditto,	ditto,	„	10	ditto.	ditto.
Chundro Coomar Moitro, ...	Barrackpore School,	ditto,	„	8	ditto,	ditto.
Tincoury Newghy, ...	ditto,	ditto,	„	8	ditto,	ditto.
Prosunno Coomar Dey. ...	Howrah School,	ditto,	„	8	ditto,	ditto.
Annunda Lall Bhodury, ...	ditto.					
Sree Mohun Chuckerbutty, ...	Collingah Branch School.	ditto,	„	8	ditto,	ditto.
Kader Nauth Dutt, ...	Medical College,	ditto,	„	8	ditto,	ditto.
Nobogopal Roy, ...	ditto,	ditto,	„	8	ditto,	ditto.
Mutty Lall Dey, ...	Civil Engineering College,	ditto,	„	10	ditto,	ditto.
Abdoollah, ...	Anglo Persian Department of the Calcutta Mudrussah,	ditto,	„	8	ditto,	ditto.
Safeeoor Ruhman, ...	ditto,	ditto,	„	8	ditto,	ditto.
Nobokissore Sen, ...	Revd. Mr. Pryse's School, Sylhet.	ditto,	„	8	ditto,	ditto.
Tarraprosad Dutto, ...	ditto,	ditto,	„	8	ditto,	ditto.

Return of Junior Scholarships gained during the year 1859-60.—*(Continued.)*

Names of Scholars.	School at which gained.	When gained.	Monthly value of Scholarships.	For how long tenable.	For Proficiency in what branch.
Sojeeb Chunder Dey, ...	Revd. Mr. Pryse's School, Sylhet,	1859-60.	Rupees 8	2 Sessions.	General Proficiency in English School studies.
Beddadhur Dass, ...	Revd. Mr. Pogose's School,	ditto,	„ 8	ditto,	ditto.
Sreenauth Ghose, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Ram Chunder Roy, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Hurry Mohun Goho, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Rakhal Chunder Sing, ...	Banglah Bazar School, Dacca,	ditto,	„ 8	ditto,	ditto.
Koonjoo Behary Bose, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Horinarain Roy, ...	Calcutta Free Church Institution,	ditto,	„ 10	ditto,	ditto.
Nundo Lall Dey, ...	ditto,	ditto,	„ 8	ditto,	ditto
Audhur Chand Bose, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Mohesh Chunder Chatterjee, ..	ditto,	ditto,	„ 8	ditto,	ditto.
Koylash Chunder Bose, ...	ditto,	ditto,	„ 8	ditto,	ditto.
Ram. Lall Banerjee, ...	Bullaghur Aided School,	ditto,	„ 8	ditto,	ditto.
Kadershur Banerjee, ...	Culna Free Church Institution,	ditto,	„ 8	ditto,	ditto.
Kally Prosunno Dey, ...	Cossipore Aided School,	ditto,	„ 8	ditto,	ditto.
Hurree Mohun Soniel, ...	Comercolly School,	ditto,	„ 8	ditto,	ditto.
A. Forbes, ...	Doveton College,	ditto,	„ 10	ditto,	ditto.
Robert Gregory, ...	ditto,	ditto,	„ 8	ditto.	ditto.
Nocoorkisto Mookerjee, ...	Jonye training School,	ditto,	„ 8	ditto,	ditto.

Poorna Chunder Banerjee, ...	Konnaghur A. School,	ditto,	,,	8	ditto,	ditto.
Ram Chunder Mitter, ...	ditto,	ditto,	,,	8	ditto.	ditto.
W. A. Smith, ...	La Martinière,	ditto,	,,	10	ditto,	ditto.
B. Paul, ...	ditto,	ditto,	,,	10	ditto,	ditto.
G. J. Bagram, ...	ditto,	ditto,	,,	8	ditto,	ditto.
J. Craven, ...	ditto,	ditto,	,,	8	ditto,	ditto.
Omesh Chunder Dutt, ...	London Missionary Insitution,	ditto,	,,	10	ditto,	ditto.
Ashotosh Mullick, ...	Oriental Seminary,	ditto,	,,	8	ditto,	ditto.
G. James, ...	St. Paul's School,	ditto,	,,	8	ditto,	ditto.
C. N. Banerjee, ...	ditto,	ditto,	,,	8	ditto,	ditto.
Kedernath Dass, ...	Serampore College,	ditto,	,,	8	ditto,	ditto.
Muzharool Huq, ...	Hooghly Mudrussah,	ditto,	,,	8	1 Session.	General Proficiency in Arabic School studies.
Abdool Ruheem, ...	ditto,	ditto,	,,	8	ditto,	ditto.
Mowuzzum Hossain, ...	Calcutta Mudrussah,	ditto,	,,	8	ditto,	ditto.
Abdool Wasey Ahmud, ...	ditto,	ditto,	,,	8	ditto,	ditto.
Minnuth Ollah, ...	ditto,	ditto,	,,	8	ditto,	ditto.
Mahomed Ismail, ...	ditto,	ditto,	,,	8	ditto,	ditto.
Syed Ool Hussun, ...	ditto,	ditto,	,,	8	ditto,	ditto.
Ameen Oollah, ...	ditto,	ditto,	,,	8	ditto,	ditto.
Abdool Odood, ...	ditto,	ditto,	,,	8	ditto,	ditto.
Hubbeebur Ruhman, ...	ditto,	ditto,	,,	8	ditto,	ditto.
Abdool Ahud, ...	ditto,	ditto,	,,	8	ditto,	ditto.
Jodoopoti Roy Chowdhry, ...	Sanscrit College,	ditto,	,,	8	ditto,	General Proficiency in Sanscrit School studies.
Soureshchunder Roy Chowdry,	ditto,	ditto,	,,	8	ditto,	ditto.
Brejendro Nath Ghosal, ...	ditto,	ditto,	,,	8	ditto,	ditto.
Doorga Churn Banerjee, ...	ditto,	ditto,	,,	8	ditto,	ditto.
Prankisna Chatterjee, ...	ditto,	ditto,	,,	8	ditto,	ditto.
Jodoo Nauth Banerjee, ...	ditto,	ditto,	,,	8	ditto,	ditto.
Eshan Chunder Banerjee, ...	ditto,	ditto,	,,	8	ditto,	ditto.
Hurreekisna Chatterjee, ...	ditto,	ditto,	,,	8	ditto,	ditto.
Khetter Mohun Sein, ..	ditto.	ditto,	,,	8	ditto,	ditto.

CALCUTTA UNIVERSITY.

Bachelor of Passed Examination, 1860.

LIST OF PASSED CANDIDATES.

First Division.

1. Calica Doss Dutt.
2. Nobinkristo Mookerjee.
3. Soorjeenarain Singh.
4. Shama Churn Gangooly.
5. Tarra Prosunno Mookerjee.
6. Tarucknath Dutt.

Second Division.

1. Debendronarain Bose.
2. Judoonauth Chatterjee.
3. Jadub Chunder Day.
4. Kristo Comul Bhuttacharjee.
5. Kheter Mohun Bose.
6. Nobin Chunder Gangooly.
7. Romesh Chunder Mitter.

Bachelor of Law Examination, 1860.

LIST OF CANDIDATES WHO HAVE PASSED THE EXAMINATION FOR THE DEGREE OF B. L.

1. Boobun Chunder Mookerjee.
2. C. Gregory.
3. G. Gregory.
4. Jadub Chunder Day.
5. Kally Mohun Dass.
6. Kedarnath Dutt.
7. Mutty Lall Chowdry.
8. Mutty Lall Mookerjee.
9. Protab Chunder Chatterjee.
10. Radhagobindo Moytro.

LIST OF CANDIDATES WHO HAVE PASSED THE EXAMINATION FOR THE DEGREE OF LICENTIATE IN MEDICINE AND SURGERY.

First Division.

1. Joseph Carbery.
2. Kalla Chand Haldar.
3. Radharomun Rudroo.
4. J. Tyler.

Second Division.

1. Bully Chunder Sein.
2. Docowry Ghose.
3. E. K. Hodgkinson.
4. F. Keyt.
5. Kally Prosunno Ghosal.
6. Kally Kissen Ghose.
7. Omesh Chunder Dutt.
8. Prosunno Ghopal Bose.
9. Rajkissen Chuckerbutty.

Return of Students of the Medical College who obtained Diplomas in the year 1859-60.

English Class.	Hindustani Class.	Bengali Class.
1.—Gopal Chunder Dutt.	1.—Shaik Wali Mahomed.	1.—Kalee Churn Roy.
2.—Khetter Mohun Mitter.	2.—Bhola Missur.	2.—Punchanun Doss.
3.—Anund Chunder Mookerjee.	3.—Kurreem Khan.	3.—Sreecant Chuckerbutty.
4.—Bhoobun Mohun Mitter.	4.—Fukeera Sing.	4.—Bhobun Mohun Sen.
5.—Bipeenbary Bose.	5.—Shaik Kadir Bux.	5.—Kassee Chunder Sen.
6.—Tareence Churn Dutt.	6.—Meer Burkut Ali.	6.—Russick Chunder Ghose.
7.—Neem Chand Goopta.	7.—Ellahie Bux.	7.—Gobind Chunder Sen.
8.—Rajkisto Ghosal.	8.—Baboo Lall.	8.—Kaminee Coomar Chuckerbutty.
	9.—Behary Sing.	9.—Mohendro Narain Mullick.
	10.—Gonesh Ram.	10.—Kalla Chand Doss.
	11.—Osman Allee. } Assamese.	11.—Juggodish Chunder Sircar.
	12.—Shaik Newaz. } Assamese.	12.—Sham Lall Gangooly.
		13.—Omur Chunder Goopta.
		14 —Jodoonath Chatterjee.
		15.—Muckessur Sing.
		16.—Shushibhooshun Chuckerbutty.
		17.—Jadub Chunder Sircar.
		18.—Brijo Lall Doss.
		19.—Gour Chunder Sen.
		20.—Jodoonath Mookerjee.
		21.—Greesh Chunder Dutt.
		22.—Kessub Chunder Moitry.
		23.—Preonath Mitter.

Questions set at the Examination

FOR

SENIOR OR COLLEGE SCHOLARSHIPS, 1859-60.

English Literature, No. 1.

1. Explain fully the following passages :—

" I know there are, to whose presumptuous thoughts,
" Those freer beauties, e'en in them seem faults,
" Some figures monstrous and misshaped appear,
" Considered singly, or beheld too near,
" Which, but proportioned to their light or place
" Due distance reconciles to form and grace."

" Avoid extremes ; and shun the fault of such
" Who still are pleased too little or too much,
" At every trifle scorn to take offence,
" That always shews great pride or little sense."

" Men must be taught, as if you taught them not,
" And things unknown proposed as things forgot.
" Without good breeding truth is disapproved :
" That only makes superior sense beloved."

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2. Relate the anecdote of " La Mancha's Knight, " and state what remark it is intended to illustrate.

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3. " *I pass* their form, and every charming grace,
" *Less than* an angel would their worth debase :
" But their attire, *like liveries of a kind*,
" All rich and rare, is fresh within my mind.
" *In velvet*, white as snow, the troop *was gowned*,
" *The seams* with sparkling emeralds *set* around ;

" *Their hoods and sleeves* the same : and *purfled* o'er
" With diamonds, pearls, and all the shining *store*
" Of Eastern pomp : their *long descending train*,
" With rubies *edged*, and *sapphires*, swept the plain :
" High on their heads, with jewels richly set
" Each lady wore a radiant coronet.
" Beneath *the circles* all the *quire* was *graced*
" With *chaplets* green on their fair forcheads placed."

Explain the meaning and the construction of the words and passages in Italics. Do you perceive any incorrect Grammar in the 11th and 12th lines ?

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4. In the " Flower and the Leaf " what reply is given to the following questions ?

" But what are those, said I, the unconquered nine,
" Who crowned with laurel-wreaths in golden armour shine ?
" And who the knights in green, and what the train
" Of ladies dressed with daisies on the plain ?
" Why both the bands in worship disagree,
" And some adore the flower, and some the tree ?"

---

5. Explain clearly the figurative language and the meaning of the following passage:—

" What then of altered Cymon shall we say,
" But that the fire which choked in ashes lay,
" A load too heavy for his soul to move
" Was upward blown below, and brushed away by love.
" Love made an active progress through his mind,
" The dusky parts he cleared, the gross refined
" The drowsy waked, and as he went, impressed
" The Maker's image on the human breast.
" Thus was the man amended by desire,
" And though he loved perhaps with too much fire,
" His father all his faults with reason scann'd,
" And liked an error of the better hand."

6. Addison observes in writing upon laughter, that "it seems but reasonable that we should be capable of receiving joy from what is no real good to us, since we can receive grief from what is no real evil." Upon this passage make any remarks that suggest themselves to you.

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7. State the subject and then give the outline of any one of Addison's Essays which you best remember.

English Literature, No. 2.

I. Addison, in his Criticism on the Paradise Lost, makes the following remark:—

"I must advertise my reader, that it is my design, as soon as I have finished my general reflections on these four several heads, (i. e. the fable, characters, sentiments, and language,) to give particular instances out of the Poem which is now before us, of beauties and imperfections which may be observed under each of them."

Write an Essay shewing the beauties and proprieties of the characters in the Paradise Lost.

2. In speaking of the language of the Paradise Lost, Addison says, that "the ancient critics, who were actuated by the spirit of candour, rather than that of cavilling, invented certain figures of speech, on purpose to palliate little errors of this nature (i. e. of Grammar,) in the writings of those authors, who had so many greater beauties to atone for them."

Quote from Gray and Milton passages towards which critics must shew this consideration.

3. Milton, Book I, line 572—587.

And now his heart
Distends with pride, and hardening in his strength
Glories: for never since created man
Met such embodied force, as nam'd with these
Could merit more than that small infantry

Warr'd on by cranes : though all the giant brood
Of Phlegra with the heroic race were join'd
That fought at Thebes and Ilium, on each side
Mix'd with auxiliar gods ; and what resounds
In fable or romance of Uther's son
Begirt with British and Armoric knights ;
And all who since, baptized or infidel,
Jousted in Aspramont, or Montalban,
Damasco, or Morocco, or Trebesond,
Or whom Beserta sent from Afric shore,
When Charlemain with all his peerage fell
By Fontarabbia.

Explain all the allusions in this passage, with short notes, grammatical, mythological, historical and geographical.

What does Addison say about the simile "that small infantry warr'd on by cranes."

4. Why is the (r) doubled in forming the past tense of the verb to *war* ? Give a clear and easy rule for determining when the final letter of a verb is doubled in forming the past tense or the present participle. What tendency in the accentuation of English words will reduce gradually the number of verbs whose final letter is doubled? Illustrate this tendency in the case of verbs of three syllables as to "benefit," and of verbs of two syllables ending in one p. and r.

5. Milton, Book II, lines 329.

What sit we then projecting peace and war ?
War hath determin'd us and foil'd with loss
Irreparable ; terms of peace yet none
Vouchsaf'd or sought ; for what peace will be given
To us enslaved, but custody severe
And stripes, and arbitrary punishment,
Inflicted ? and what peace can we return,
But to our power hostility and hate,
Untamed reluctance, and revenge, though slow,
Yet ever plotting how the conqueror least

May reap his conquest, and may least rejoice
In doing what we most in suffering feel?

Paraphrase this passage.

Give other instances of the unusual meaning given by Milton to the word *What* in the first line.

6. Milton, Book II, lines 988—990.

Thus Satan; and him thus the *Anarch* old,
With faltering speech and visage *incompos'd*,
Answered.

Explain the words in Italics. Which word in the passage is now obsolete, and which was used only by Milton?

What is the root of the word "incomposed?"

What words in the English language are derived from the same root?

Classify them according to the number of their prefixes.

Shew that it is possible to bring to a common centre all the uses of the word "post" in the expressions—post-office—post-haste—a fortified post—an official post—a wooden post—to post a ledger—to travel post, &c.

7. Milton, Book III, line 1-8.

Hail holy Light! offspring of heaven first-born,
Or of the Eternal co-eternal beam
May I express thee unblam'd? since God is light,
And never but in unapproached light
Dwelt from eternity, dwelt then in thee,
Bright effluence of bright essence increate.
Or hear'st thou rather pure ethereal stream,
Whose fountain who shall tell?

Paraphrase this passage, adding explanatory notes where necessary.

Why does Milton call light first-born?

What designations does Milton here give to light?

"Or hear'st thou rather." From what language does Milton take this form of expression?

8. Gray's Bard, II. 2

Mighty victor, mighty lord!

Low on his funeral couch he lies!
No pitying heart, no eye, afford
A tear to grace his obsequies
Is the sable warrior fled?
Thy son is gone. He rests among the dead.
The swarm, that in thy noontide beam were born?
Gone to salute the rising morn.
Fair laughs the morn and soft the zephyr blows,
While proudly riding o'er the azure realm
In gallant trim the gilded vessel goes;
Youth on the prow, and pleasure at the helm;
Regardless of the sweeping whirlwind's sway
That, hush'd in grim repose, expects his ev'ning prey.

Explain all the historical allusions. What is meant by "the rising morn?"

Who are represented as singing. this stanza, and what is the reason of the changes of the personal pronoun in the first eight lines?

Point out the beauties in the last six lines.

9. "Considering the few productions of his Muse, there is no English poet, whose versified maxims are so often quoted as those of Gray."

Mention some single lines from Gray that are frequently quoted.

10. The swarm *that* in thy noontide beam were born.

What does the Spectator, Nos. 78 & 80, say about the use of "that" instead of "who and which?" What are the several meanings to be given to the word "that" in the following sentence?

"My Lords!" said he, "with humble submission that that I say is that that "that that that gentleman laid the emphasis on is not that that that that gentleman ought to have laid the emphasis on."

11. Write a short critical note on the use of the word but, as used in such passages as follow:—

"He
Before Æneas' feet stood *but* delay," (Gaven Douglas, as quoted by Horne Tooke.)

"That in all the land should be no king *but* he."

"I have but one"—Americans sometimes say "I haven't but one," meaning the same thing. What is the difference in sense between "I can but fail," and "I cannot but fail."

Bengali Literature, No. 1.

MAHABHARAT.

মহাঘোর বনে গিয়া করিল প্রবেশ।
নানাজাতি পশু তথা দেখয়ে বিশেষ॥
সিংহ কোল ব্যাঘ্র দ্বীপ খড়্গ কৃষ্ণসার।
মৃগ মৃগী দেখে আর মহিষ মার্জ্জার॥
শল্লকী নকুল গোধা মূষিক বানর।
নানাজাতি গগনে পরশে তরুবর॥
খদির পাণ্ডরি পিচুমর্দ্দ কোবিদার।
শাকট কপিত্থ যে অশ্বত্থ বট আর॥
নোআরি বদরী বিল্ব বহেড়া পকটি॥
অশোক চম্পক কেন্দু তিন্তিড়ীক ঝাঁটি॥
বাপী সর তড়াগ সিন্ধুর সম নদী।
নানা ঋতু রম্যস্থান বহু রত্ননিধি॥
যত২ দেখে ভৈমী অন্যে নাহি মন।
স্বামী অন্বেষণে ভ্রমে গহন কানন॥

1 (*a*) Give the meanings of the following words কোল, দ্বীপ, খড়্গ, মার্জ্জার, শল্লকী, গোধা, পিচুমর্দ্দ, কোবিদার, কপিত্থ, বদরী,

(*b*) What is the difference between বাপী, সর and তড়াগ?

(*c*) Should the ণ in গগণ be cerebral or dental, and why?

(*d*) Explain the 12th line.

(*e*) Who was বৈভণ্ডী ?

(*f*) In what case is ঋতু ?

অনিমিষ নয়ন স্বেদাম্বুহীন কায়া ।
অম্লান কুসুম অঙ্গে নাহি অঙ্গচ্ছায়া ॥

2 (*a*) Explain the Samas (সমাস) in অনিমিষ and অম্লান, and the

(*b*) Samas (সমাস) and Sandhi (সন্ধি) in স্বেদাম্বুহীন and অঙ্গচ্ছায়া.

(*c*) What is meant by অনিমিষনয়ন, স্বেদাম্বুহীন, and অম্লান কুসুম.

ক্ষুধার্ত্ত ফলের হেতু গিয়াছ কি বনে ।
তৃষ্ণার্ত্ত হইয়া কিবা গেলে জলপানে ॥

3 Explain the Sandhi (সন্ধি) in ক্ষুধার্ত্ত and তৃষ্ণার্ত্ত.

তপ্তস্বর্ণ জিনি তার শরীরের শোভা ।
কলঙ্ক বিহীন কলানিধি মুখ আভা ॥
বিহঙ্গম চঞ্চু জিনি বিরাজিত নাসা ।
দশন মুকুতাপাঁতি সুমধুর ভাষা ॥

4 (*a*) Give the derivation of বিহীন, বিহঙ্গম, and বিরাজিত, and state what উপসর্গ is used in two of these words

(*b*) Give the meaning of কলানিধি and explain how it comes to have such a meaning.

(*c*) Give some synonymes of দশন

জনমেজয় বলে মুনি কহ বিবরণ।
সহজে অশুদ্ধবুদ্ধি রাজা দুর্য্যোধন ॥

5 What is the meaning of সহজে অশুদ্ধবুদ্ধি ?

সিংহগ্রীব প্রভু মম বিশাললোচন।
দীর্ঘতর যুগ্ম ভুজ অর্দ্ধাঙ্গ বসন ॥

ঘটন কারণ হৈল মাস ঋতু হাতা।
রাত্রি দিবা কাষ্ঠ তাহে পাবক সবিতা ॥
মোহময় সংসারকটাহে কাল কর্ত্তা ॥
ভূতগণে করে পাক এই শুন বার্ত্তা ॥

6 Explain the above passages.

দ্রৌপদী সুন্দরী ভাসে জলের উপরে।
শরীর ভেদিল যেন সহস্র তোমরে ॥

7 (*a*) Explain the allusion, in the 1st line.

(*b*) What is the meaning of তোমর ?

কিবা বার্ত্তা কি আশ্চর্য্য পথ বলি কারে।
কোন জন সুখী হয় এই চরাচরে ॥
পাণ্ডুপুত্র আমার যে এই প্রশ্ন চারি।
উত্তর করিয়া তুমি পান কর বারি ॥

8 What were the answers given by যুধিষ্ঠির to the four questions proposed by ধর্ম্ম

বদন বিমল, কমল কোমল, চন্দ্রের উজ্জ্বল, পীযূষময়।
ভস্ম রাহু তায়, গ্রাসে অভিপ্রায়, হায় একি দায়, উচিত নয়॥
যে কর্ণে কুণ্ডল, করে ঝলমল, রুদ্রাক্ষের ফল, শোভে কি তায়।
তড়িত জিনিয়া, তনু চিকণিয়া, বিভূতি ছানিয়া, মেখিলা গায়॥
অলসে কাতর, অঙ্গের অম্বর, করিতে সম্বর, হয় ভার।
কেমন করিয়া, ধৈরয ধরিয়া, বাকল পরিয়া, চলিবা আর॥
দেখি তব পদ, লাজে কোকনদ, আপন বিপদ, ভাবয়ে মনে।
কি রূপ করিয়া, যোগিনী হইয়া, সে পদ লইয়া, ভ্রমিবে বনে॥

9 Paraphrase the above lines (in Bengali prose) using as many of your own words as possible.

PURUSH PARIKHYA.

সেই সময়ে রাজা বিক্রমাদিত্য কহিলেন হে মহাশয়ের কিঞ্চিৎ উচ্ছিষ্টান্ন আমারে দিবা।

10 Explain the Sandhi and Samas in উচ্ছিষ্টান্ন

উপস্থিত ব্যাপারে যাঁহার বুদ্ধি বিতর্কসংযুক্তা হইয়া স্ফূর্ত্তিমতী হয় তাঁহাকে সপ্রতিভ কহা যায়। অথবা বুদ্ধির নূতন২ যে উন্মেষ তাহার নাম প্রতিভা সেই প্রতিভাযুক্ত যে পুরুষ তাহার নাম সপ্রতিভ।

11 Explain the above passage.

Bengali Literature, No. 2.

Translate the following passages into Bengali prose :—

From branch to branch the smaller birds with song
Solac'd the woods, and spread their painted wings
Till ev'n, nor then the solemn nightingale
Ceas'd warbling, but all night tun'd her soft lays :

Others on silver lakes and rivers bath'd
Their downy breast; the swan with arched neck
Between her white wings mantling proudly, rows
Her state with oary feet; yet oft they quit,
The dank, and rising on stiff pennons, tower
The mid aereal sky: Others on ground
Walk'd firm; the crested cock whose clarion sounds
The silent hours, and th' other whose gay train
Adorns him, color'd with the florid hue
Of rainbows and starry eyes.

We might show by references to the engagements and intercourses of life, that it is for our profit that we are left in uncertainty as to issues, and, therefore, required both to hope and to wait. We doubt whether one could imagine a finer discipline for the human mind, than results from the fixed impossibility of our grasping two moments at once. The chief opponents to that feeling of independence which man naturally cherishes, but always to his own hurt, is his utter ignorance of the events of the next minute. For who can boast, or who can feel himself independent, whilst unable to insure another beat of the pulse, or to decide whether, before he can count two, he shall be spoiled of life or reduced to beggary? It is only in proportion as men close their eyes to their absolute want of mastership over the future, that they encourage themselves in the delusion of independence.

Translate the following passages into English :—

কত শত দীপ্যমান হীরক-খণ্ড গগন-মণ্ডলে ক্রমেং প্রকাশ পাইতে লাগিল, এবং তন্মধ্যে দিব্য-লাবণ্য-শোভিত পূর্ণচন্দ্র বিরাজমান হইয়া, কখনও আপনার পরম রমণীয় অনির্ব্বচনীয় সুধাময় কিরণ বর্ষণ পূর্ব্বক জগৎ সুধাপূর্ণ করিতেছিলেন, কখনও বা অল্প অল্প মেঘাবৃত হইয়া স্বকীয় মন্দীভূত কিরণ বিস্তার দ্বারা পৌর্ণমাসী রজনীকে উষানুরূপ ম্লান করিতে-

ছিলেন। কখনও তাঁহার সুপ্রকাশিত রশ্মিজাল সলিল-তরঙ্গে প্রবিষ্ট হইয়া কম্পমান হইতেছিল, কখনও গগণালম্বিত মেঘ-বিম্ব দ্বারা যমুনার নির্ম্মল জল ঘনতর শ্যাম-বর্ণ হইয়া অন্তঃকরণ হরণ করিতেছিল।

অগ্নিক্রীড়ার নক্ষত্র-বাজীর ন্যায় অসঙ্খ্য উল্কাপিণ্ড আবির্ভূত হইয়া চক্ষুর্গোচর সমস্ত নভঃপ্রদেশ আচ্ছন্ন করিয়াছিল। সে সমুদায় যতক্ষণ অতিশয় অবিরল দৃষ্ট হইয়াছিল, ততক্ষণ কাহারও তাহা গণনা করিবার সম্ভাবনা ছিল না।

ELPHINSTONE'S HISTORY OF INDIA.

1.—Draw a Map of India shewing the basins of the different rivers, and the languages spoken in different parts of those basins.

2.—What arguments have been advanced to determine the age of the Vedas? How many Vedas are there? In what part of India did the writers live? In what respect do the Vedas differ from the more recent religious books of the Hindus?

3.—Why has it been supposed that Hindus emigrated into India from the West?

4.—With what languages has the Sanscrit affinity? What are the most remarkable points of similarity?

5.—What difference has taken place in the position of women in India since ancient times, when Lilavate learned Mathematics, and Viswavàrà, a Lady of the house of Atri, discharged the offices of a Priest, worshipped the Gods at dawn with hymns and sacrifices, and "bearing the ladle with the oblation proceeded to the sacred fire."

See Wilson's Rig Veda Sanhita, vol. III, page 273.

6.—Give some account of the Buddhists in India, and of the monuments that still remain to attest their supremacy. How do you explain the fact that Sanscrit is the language of the names of Sacred places in Burmah, Java, &c.?

7.—What proofs are there that the Hindus in ancient times travelled and engaged in commerce to a greater extent than at present? What light is thrown on the subject by the writings of the Chinese Pilgrims of the fourth and fifth centuries?

8.—Shew how to fix the date of the reign of Asoca.

9.—Enumerate the Mahomedan dynasties in India, mentioning the first and last monarchs of each house, and the time during which it reigned.

10.—With what Sovereigns in England were Mahmud of Ghazni, Kutb-u-din Akbur, and Aurangzib cotemporary?

11.—Give a history of the year in which Humayun died, and Akbar ascended the throne.

12.—Give an account of Sabat Khan, the founder of the house of the late king of Oude.

13.—Write a brief Sketch of the rise, progress and decline of the power of the Affghans in Bengal and Orissa.

History of England.

1. What efforts did Alfred make to improve his people?

2. Describe generally the condition of society among the Anglo-Saxons at the time of the Norman Conquest.

3. What influence did Henry I. exercise on literature?

4. Mention some of the leading events in the life of Richard I.

5. State briefly the most important features of Magna Charta.

6. What was the origin of the House of Commons?

7. In what point of view is the reign of Edward I. one of the most important in English History?

8. Write a short sketch of the career of Wolsey.
(How does Shakspeare describe him?)

9 Give the dates of the battles of Hastings, Falkirk, Agincourt, St. Albans, Flodden, Pinkey, Marston Moor, Worcester, Boyne, Blenheim, and Malplaquet.

10. What title had Edward III. to the crown of France?

11. What was the Babington conspiracy, and how did it affect Mary Queen of Scots?

12. Mention the names and works of some of the great literary men who lived in the reigns of Elizabeth and James I.

13. Describe the origin and progress of the disputes between Charles I. and his Parliament.

14. What were the terms of the treaty of Utrecht, and what Governments were parties to it?

BRITISH INDIA.

1. Give a short account of the mission of Sir Thomas Roe.

2. Mention the circumstances under which the English first obtained territorial possession in India.

3. Write a short Sketch of the rise of the Mahratta power.

4. At what dates were factories established at the following places?—Surat, Masulipatam, Patna, Cossimbazar and Hooghly.

Pure Mathematics, No. 1.

1. Triangles upon the same base and between the same parallels are equal to one another.

What is the ultimate test of geometrical equality?

Trace the equality here established up to that test.

2. If a straight line be bisected and produced to any point, the rectangle contained by the whole line thus produced and the part of it produced, together with the square of half the line bisected, is equal to the square of the straight line which is made and of the half and the part produced.

If A B C be an isosceles triangle, of which the angles at B and C are each double of A, then the square of AC is equal to the square of BC, together with the rectangle contained by AC and BC.

3. The angle in a semicircle is a right angle, the angle in a segment greater than a semicircle is less than a right angle, and the angle in a segment less than a semicircle is greater than a right angle.

Two equal circles touch one another externally and through the point of contact chords are drawn one to each circle, at right angles to each other, prove that the straight line joining the other extremities of these chords, is equal and parallel to the straight line joining the centres of the circles.

4. If a solid angle be contained by three plane angles, the sum of any two of them is greater than the third. If a line be drawn from any point within a room to one of the corners, the sum of the angles which it makes with the three edges, will be less than three right angles and greater than one and a half right angles.

5. Prove that every common multiple of a and b is a multiple of their least common multiple.

Find the least common multiple of

$$x^4 - 17x^2 + 16 \text{ and } x^4 - 25x^2 + 40x - 16.$$

6. Prove that the reciprocals of an arithmetical progression are in an harmonical progression.

There are four quantities of which the first three are in arithmetical progression, and the last three in harmonical progression, shew that the 1st: $2^{nd} = 3^{rd}$: 4th.

7. The number of combinations of n things taken r together, is equal to the number of them taken n-r together.

From a body of 20 policemen 17 are sent out every night on duty: On how many different nights can a different selection be made?

8. What is the advantage of compound interest if the interest of £ 100 for 10 years at 3 per cent. be paid monthly instead of yearly. Given

Log. 2 =. 3010300, log. 103 = 2.0128372

Log. 134936 = 5.1301280 and log. 134391 = 5.1283720

9. Trace the changes in the sign and value of cos. θ + sin. θ as θ increases from θ to 2π.

10. Prove that cos. $n\,\theta$. cos. $\overline{n+2}\,\theta$ — cos.^{2} $\overline{n+1}.\theta$ + sin$^2\,\theta$ = 0 And determine all the values of θ which satisfy the equation

$$\text{tan. } \theta + \text{tan. } \left(\frac{\pi}{4} + \theta\right) = 2.$$

11. Find the radius of a circle described about a triangle whose sides are given. Shew that the radius of a circle inscribed in an isosceles triangle, can never be greater than one half of that of the circumscribed circle.

12. Given that $\log_e \overline{1+x} = x - \frac{x^2}{2} + \frac{x^3}{3} - \&\ \ldots$ Find a rapidly converging series for connecting the logarithms of two consecutive numbers.

Pure Mathematics, No. 2.

CONIC SECTIONS AND MECHANICS.

CONIC SECTIONS.

1. Define a parabola. Shew that, according to the usual notation, SP=ST. Draw a parabola to touch a given circle in a given point, so that its axis may touch the same circle in another given point.

2. Prove the proposition $PN^2 = 4\,AS.\,AN$.

If a chord PQ of a parabola meet the axis in B, and PN, QM, be the ordinates of P and Q respectively, shew that $AN.\,AM = AB^2$.

3. Prove that the slant section of a cylinder by a plane is an ellipse.

4. A straight inelastic band is wrapped smoothly on the surface of a cone: Shew that however long it may be, the two ends of either of its edges cannot be made to meet, if the vertical angle of the cone be greater than 60 degrees.

5. Tangents drawn from a point without an ellipse, are proportional to the diameters respectively parallel to them.

Any polygon ABCD...K is described about an ellipse touching it in the points $p, q, r, \ldots x$, shew that $Ap.\,Bq.\,Cr,\ldots Kx = Bp.\,Cq.\,Dr\ldots Ax$.

6. In the hyperbola the rectangle contained by the perpendiculars from the foci upon the tangent, is equal to the square of the semi-axis minor.

If from either focus a perpendicular be drawn upon an asymptote, its length will equal that of the semi-axis minor.

MECHANICS.

7. Prove the proposition called the Parallelogram of Forces, so far as the direction of the resultant is concerned, whether the forces be commensurable or incommensurable.

The resultant of two forces which act at right angles to each other, is equal to n times the geometrical mean between them. Find the ratio of the two forces, and the smallest value of n for which the problem is possible.

8. If any number of forces are represented in direction and magnitude by the sides of a polygon taken in order, they will, when applied at one point, produce equilibrium.

9. Find the centre of gravity of a triangle.

The sides of a triangle are 6, 8 and 10: If squares be described on these sides, as in Euclid 1, 47, find the distance of the vertex of the triangle, from the centre of gravity of the three squares.

10. The weighing machine sometimes used at Railway Stations, consists of three distinct parts, an upper lever, a lower lever and a platform. A vertical Section of these parts may be roughly described thus:—

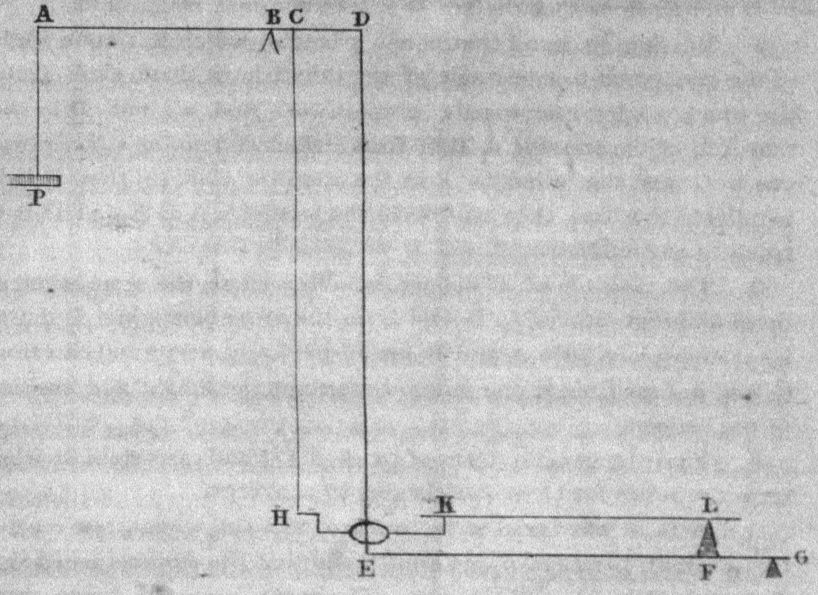
(1.) The upper lever A B C D has the power P at A, its fulcrum at B, and weights attached to rods or chains (nearly vertical) at C and D.

(2.) The lower lever E F G has the power at E, the weight at F, and its fulcrum at G; the point E being nearly vertically below D, and connected with it by a rod or chain.

(3.) The platform K L, on which the thing to be weighed (W) is placed, has a rigid projection K H so arranged that the point H is nearly vertically below C, and connected with it by a rod or

chain; the platform is supported in a nearly horizontal position by the tension of the rod at H, and by the pressure at L of a small prop at F in the lower lever.

If the levers be so constructed that BC: BD:: GF: GE, shew that P: W:: BC: BA—a relation independent of the position of W on the platform.



DYNAMICS.

11. How is accelerating force measured?

12. Prove the formula, $s = \frac{1}{2} ft^2$

$$v^2 = 2fs^2.$$

13. A and C are two points in the same vertical line, the distance between them being a. From A a ball is let fall, and when b feet above C a ball is let fall from C, find the distance below C when the two balls will be together.

14. What will be the slope of a plane roof covering a width c from wall to wall, that the rain may run off in the shortest time possible.

PROBLEMS.

1. Any two circles intersect in A and B, and C is any point in that portion of the circumference of one which is within the other If A C and B C be joined, and produced to meet the other circle in D and E, shew that the arc D E is of constant magnitude

2. Bearing in mind that equal triangles which have one angle of the one equal to one angle of the other, have their sides about the equal angles reciprocally proportional, find a point D in the side A B of the triangle A B C, from which if two lines be drawn, one to C and the other to E in the opposite side, so that D E is parallel to the base, they will make the triangles A D E and D B C equal to one another.

3. The altitude of a balloon is observed at the same time at three different places A, B and C in the same plane, and found to be at each place 30°; A and B are respectively north and east from C, and distant from it one mile: Determine the height and position of the balloon.

4. Find the general term of $(a + 5x)^{\frac{2}{3}}$ and ascertain at what term the series for $(1 + \frac{9}{10})^{\frac{2}{3}}$ begins to converge.

5. A farm was taxed at 3*s.* an acre, and the tenant, on receiving back 10 per cent of his rent, found that the sum returned was £ 6 more than the whole tax. The next year the taxes were doubled, and he received back 15 per cent of his rent; but now the sum returned, only just paid for the tax: What was his rent?

6. Solve the equations $2x^2 - 4x + 3 = 50$

$xy + z = 5$, $xyz = 4$, $2(x^2 - y) = (y^2 - x^2)$

7. If A, B and C be the angles of a triangle, and a, b and c the sides respectively opposite to them, shew that $\overline{a-b} \cot \frac{C}{2} + \overline{b-c} \cot \frac{A}{2} + \overline{c-a} \cot \frac{B}{2} = 0$.

8. The ratio of two sides of a triangle is 11 to 9, and the included angle is 53° 27′ : find the other angles. Given Log. tan. 63° 16′ 30″ =10.2980049.

Log. tan. 11° 14′=9.2980011, diff. for 1′ = .0006607.

9. If the cotangents of the angles of a triangle be in arithmetical progression, the squares of the sides will also be in arithmetical progression.

10. The tangent at any point of a parabola will meet the directrix and latus rectum in two points equally distant from the focus.

11. If T be the angle between two tangents of an ellipse at the extremities of a focal chord P S Q, and H the angle subtended by the chord at the other focus, shew that $2\,T + H = 180°$

12. A line drawn through one of the vertices of an hyperbola, and terminated by two lines drawn through the other vertex parallel to the asymptotes, will be bisected at the other point where it cuts the hyperbola.

13. A string tied at one end to the extremity of a heavy smooth uniform rod, and at the other to a ring capable of sliding along the rod, is suspended over a smooth peg: Find the equation for the equilibrium of the rod, and also the tension of the string.

14. If the sides of a triangle A B C be bisected in the points D, E, F; then the centre of the circle inscribed in the triangle D E F is the centre of gravity of the perimeter of the triangle A B C.

15 Three uniform beams A B, B C, C D, of lengths a, $2\,a$ and a respectively are connected by hinges at B and C, and rest on a smooth sphere, the radius of which is $2\,a$, so that the middle point of B C and the extremities A, D are in contact with the sphere; shew that the pressure at the middle point of B C $= \frac{91}{100}$ of the weight of the beams.

16. A body, which has been in motion for $1\frac{1}{2}$ seconds under the action of gravity, is at the extremity of the latus rectum of the parabola it has been describing, and moving from the vertex: If the latus rectum be equal to $2g$, determine the point, direction and velocity of the body's projection.

17. A body, of weight 4 P, is drawn up a smooth plane inclined at 30° to the horizon, by a weight 3 P, connected to the former by a string passing over the upper edge of the plane: Find the time it takes the first weight to arrive at the top of the plane, and the velocity it has then acquired.

18. Two equal and perfectly elastic balls, of which the centres are at first at the opposite extremities of a diagonal of a rectangle, proceed towards one of the other angles, with velocities proportional to the sides along which they move: Determine the direction of motion of each ball after impact; and the path of their centre of gravity.

Questions set at the Examination

FOR

JUNIOR OR SCHOOL SCHOLARSHIPS, THAT IS, THE UNIVERSITY ENTRANCE EXAMINATION.

1859-60.

[N. B.—Each candidate was examined in two languages only, of which English was necessarily one.]

English—Prose.

1. Write the following passage *clearly* and *legibly*, with correct spelling and punctuation:—

We layed our money upon Cammels conceeled in bails of cheep goods and travveled to the shoar of the Red See wen I caste my eye on the expance of warters my hart bownded like that of a prissoner escaiped I rimembered that my farther had oblidged me to the improovement of my stok not by a promiss which I aut not to vialate but by a pennelty which I was at libbertie to inkur and

theirfor ditermined to grattefy my pridommment dessire and by drincking at the fowntanes of nollege to quenche the therst of cureosety.

2. " The species of bill, which belongs to the birds *that* live by suction, deserves to be described in *its* relation to *that* office. *They* are what naturalists call serrated or dentated *bills*; the inside of them, towards the edge, being thickly set with parallel or concentric rows of short, strong, sharp-pointed prickles. These, though they *should be called* teeth, are not for the purpose of mastication, *like* the teeth of quadrupeds, nor yet, *as* in fish, for the *seizing* and retaining *their prey*, but for a quite different use. They form a filtre.

Parse the words in Italics. And explain the meanings of *serrated, dentated, concentric, mastication, filtre.*

Give full explanations of the meaning of the following passages:

(a) " Pride is seldom delicate, it will please itself with very mean advantages; and envy feels not its own happiness but when it may be compared with the misery of others."

(b) " I have restrained the rage of the dogstar and mitigated the fervor of the crab."

(c) " The choicest gold is to be had for the digging."

(d) " Every young man ought to remember that he who would carry the ox, must every day shoulder the calf."

4. Give the 1st person singular in every tense and mood of the verb *to fall.*

5. Write down an adjective either derived from or having the same root as each of the following words—*art, breadth, boy, force, habit, mass, pride, system, theory*; and give the meaning of each adjective.

6. " Practical mechanics is, in the most prëeminent sense, a scientific art." Explain this, distinguishing between *science* and *art.*

7. In relating the history of his life Imlac is made to remark: " I soon found that no man was ever great by imitation."

How does he apply this discovery to his own resolution to be a poet? What remarks does Todd make on this subject? And by what examples does he illustrate it?

English—Poetry.

1. Mention the order in which Thompson's productions appeared, quoting the passage in which he refers to his earliest compositions.

2. The city swarms intense. The public haunt,
Full of each theme, and warm'd with mix'd discourse,
Hums indistinct. The sons of riot flow
Down the loose stream of false enchanted joy,
To swift destruction. On the rankled soul
The gaming fury falls; and in one gulf
Of total ruin, honor, virtue, peace,
Friends, families, and fortune, headlong sink.
Up springs the dance along the lighted dome,
Mix'd and evolved a thousand sprightly ways.
The glittering court effuses every pomp;
The circle deepens; beam'd from gaudy robes,
Tapers, and sparkling gems, and radiant eyes,
A soft effulgence o'er the palace waves:
While, a gay insect in his Summer shine,
The fop, light-fluttering, spreads his mealy wings.

Paraphrase these lines, keeping as closely as you can to the sense, and using as few of the Author's words as possible.

3. Give an example of the Nominative absolute; and explain what is meant by Apposition and Antithesis.

4. Give the etymologies and meanings of these words: aghast, inured, horizon, beetling, effulgence, luculent, prolific, polished, scintillating.

5. ——————————on the passive main,
Descends the etherial *force* and with strong gust,
Turns from its bottoms the discolor'd *deep*.
Great Homer too appears, *of daring wing*,
Parent of song! and equal by his side
The British muse; joined hand in hand they walk
Darkling, *full up* the middle steep to fame.

——————————— How the emeralds glow'd
Where flush'd with power and vengeance, Pharaoh rode
And stoled in white, those brazen wheels before
Osiris' ark his swarthy wizards bore.

Explain these passages clearly, giving the allusions, and parse the words in Italics.

6. Compare—bad, gay, many, little, often, pretty, far, old.

Give the past tense and past participle of am, bid, cost, sit, go, lie, ring.

LATIN.

1. Translate into English:—

Dum ea geruntur, legione, ex consuetudine, una frumentatum missa, quæ appellabatur septima, neque ulla ad id tempus belli suspicione interposita, quum pars hominum in agris remaneret, pars etiam in castra ventitaret, ii, qui pro portis castrorum in statione erant, Cæsari renunciaverunt, pulverem majorem, quam consuetudo ferret, in ea parte videri, quam in partem legio iter fecisset. Cæsar, id, quod erat, suspicatus, aliquid novi a barbaris initum consilii, cohortes, quæ in stationibus erant, secum in eam partem proficisci, duas ex reliquis in stationem succedere, reliquas armari, et confestim sese subsequi, jussit. Quum paullo longius a castris processisset, suos ab hostibus premi, atque ægre sustinere, et conferta legione ex omnibus partibus tela conjici animadvertit; nam, quod, omni ex reliquis partibus demesso frumento, pars una erat reliqua, suspicati hostes huc nostros esse venturos, noctu in silvis delituerant, tum dispersos, depositis armis, in metendo occupatos subito adorti, paucis intersectis, reliquos incertis ordinibus perturbaverant: simul equitatu atque essedis circumdederant.

2. (*a*) *frumentatum missa.* Give the rule for *frumentatum.* What other constructions may be used after *mitto*?

(*b*) *quum—remaneret.* When does *quum*, as an adverb of time, take the subjunctive, and when the indicative?

(*c*) *Subsequi jussit.* What would be the construction, if *mandavit* were used instead of *jussit*?

3. Parse *pulverem*, *secum*, *processisset*, *demesso*, *metendo*, *adorti*.

4. Give the date of Cæsar's second expedition to Britain. On what part of the coast did he land? Describe the general direction of his march. How far did he probably penetrate? and how long did he remain in the island?

5. Translate into English :—

Septimo oppugnationis die, maximo coorto vento, ferventes fusili ex argilla glandes, fundis, et fervefacta jacula in casas, quæ, more Gallico, stramentis erant tectæ, jacere cœperunt. Hæ celeriter ignem comprehenderunt, et, venti magnitudine in omnen castrorum locum distulerunt. Hostes, maximo clamore insecuti quasi parta jam atque explorata victoria, turres testudinesque agere, et scalis vallum adscendere cœperunt. At tanta militum virtus, atque ea præsentia animi fuit, ut, quum undique flamma torrerentur, maximaque telorum multitudine premerentur, suaque omnia impedimenta atque omnes fortunas conflagrare, intelligerent; non modo demigrandi causa de vallo decederet nemo, sed pæne ne respiceret quidem quisquam; ac tum omnes acerrime fortissimeque pugnarent.

6. Under what rules are *die*, *vento*, and *fundis*, in the ablative?

7. Distinguish between *oppugnatio* and *obsidio*; *tela* and *arma*; *jacere* and *jac'ere*; *virtus*, *pietas*, and *honestas*.

8. What were the duties of the *legatus*, *quæstor*, *tribunus* and *præfectus* in the Roman army?

9. Translate into Latin :—

(a) Getting a favorable wind, he sailed soon after midnight, and the whole fleet reached the Continent in safety.

(b) Cæsar received the despatch about 5 o'clock in the afternoon, and immediately sent off a courier to the Quæstor Marcus Crassus, whose cantonments were twenty-five miles distant. His orders to this officer were to march with his legion at midnight, and join him with all speed.

LATIN.

1. Respicit Æneas subito, et sub rupe sinistra
Mœnia lata videt, triplici circumdata muro:

Quæ rapidus flammis ambit torrentibus amnis
Tartareus Phlegethon, torquetque sonantia saxa.
Porta adversa, ingens, solidoque adamante columnæ;
Vis ut nulla virum, non ipsi exscindere ferro
Cœlicolæ valeant. Stat ferrea turris ad auras:
Tisiphoneque sedens, palla succincta cruenta,
Vestibulum exsomnis servat noctesque, diesque.
Hinc exaudiri gemitus, et sæva sonare
Verbera; tum stridor ferri, tractæque catenæ.
Constitit Æneas, strepitumque exterritus hausit:
'Quæ scelerum facies; o virgo! effare; quibusve
Urguentur pœnis? qui tantus plangor ad auras?'

Translate the above literally into English.

2. Parse and conjugate torquet, ambit, valeant, transit, effare, urguentur.

3. By whom was Cumæ founded and when?

Explain the terms Minoia Regna Chalcidicâ arce, and Gnossia Tellus.

4. 'Quis te, magne Cato, tacitum, aut te, Cosse relinquat?
'Quis Gracchi genus? aut geminos, duo fulmina belli,
'Scipiadas, cladem Libyæ? parvoque potentem
'Fabricium? vel te sulco, Serrane, serentem?
'Quo fessum rapitis, Fabii? tu Maximus ille es,
'Unus qui nobis cunctando restituis rem.'

Translate these lines into English and explain the Historical allusions.

5. Decline aliquis, quisquam, gemitus, duo.

6. Explain the following expressions:—
'pura hasta,' 'tumulus inanis,' 'remigium alarum.'
Distinguish between—
sido and sedeo, fruges and fructus, excedo and excēdo, consilium and concilium.
Also between, 'vereor ne veniat,' and 'vereor ut veniat.'

7. Give examples of verbs governing—
1. The genitive. 2. The dative. 3. The accusative. 4. Both dative and accusative.

8. Give the meanings and derivations of the following words:—profanus, sublimis, securus, sordidus, sutilis, origo, egregius.

Bengali.

Translate the following passage into English:—

1. মেণ্টর এরূপ অবিচলিত চিত্তে ও দৃঢ়তাসহকারে এই কথাগুলি বলিলেন যে শ্রবণমাত্র এসেষ্টিসের অন্তঃকরণে তদীয় ভবিষ্যদ্সূচনার যথার্থতা বিষয়ে অণুমাত্রও সংশয় রহিল ন। তখন তিনি একবারে হতজ্ঞান হইয়া বিস্ময়োৎফুল্ললোচনে কহিতে লাগিলেন, অহে বিদেশীয় মহাপুরুষ! দেবতারা তোমাকে অতুল ঐশ্বর্য্য অথবা সাম্রাজ্য পদ প্রদান করেন নাই যথার্থ বটে, কিন্তু তোমাকে যে লোকাতীত জ্ঞানরত্নে মণ্ডিত করিয়াছেন তাহার সহিত তুলনা করিলে ঐশ্বর্য্য ও সাম্রাজ্য অতি তুচ্ছ। বুঝিলাম তুমি সামান্য মানব নহ; কেবল আমার পরিত্রাণের নিমিত্তই এই দ্বীপে উপনীত হইয়াছ। অতএব কৃতাঞ্জলিপুটে প্রার্থনা করিতেছি কৃপা করিয়া আমার অপরাধ ও দুর্বিনীততা মার্জ্জনা কর। এই বলিয়া বলি প্রদানের অনুষ্ঠান সকল স্থগিত করিতে আজ্ঞা দিলেন এবং অবিলম্বে মেণ্টর নির্দ্দিষ্ট আক্রমণের নিরাকরণ জন্য সজ্জীভূত হইতে লাগিলেন। এই সংবাদ সর্ব্বতঃ সঞ্চারিত হইবা মাত্র চতুর্দ্দিকে ভয়ানক কোলাহল উঠিল।

2. What are the literal meanings of বলি and পদ and the primary and secondary meanings of মার্জ্জনা and ঐশ্বর্য্য।

3. What are the nouns of সঞ্চারিত, নির্দ্দিষ্ট, and the past participles of আক্রমণ, বিস্ময়, প্রদান।

4. Show the সন্ধি in the following words উচ্ছ্বলিত, বাঙ্ময়, প্রত্যঞ্জনা, উদ্ধার, সন্নিহিত।

5. Explain the সমাস, in মহারাজ, হতজ্ঞান, লোকাতীত বিস্ময়োৎফুল্ললোচন.

6. Translate the following Bengalee sentences into English, and English into Bengalee:—

সাধু সঙ্গে অতিবাহিত করাই সময়ের সমুচিত ব্যবহার।

যুবরাজ সৈন্য সামন্ত সমভিব্যাহারে করিয়া সমরে আসিয়াছিলেন।

বিপক্ষগণ বিদেশীয় সৈন্য লইয়া রাজসৈন্য আক্রমণ করিল।

তিনি দৃঢ়কায়, ভীমদর্শন ও অসম্ভব বল বীর্য্যশালী ছিলেন।

That Plutarch wrote the lives of Demosthenes and Cicero at Chæronea, is clear from his own account.

William acted nobly, though he was unsuccessful.

When so good a man as Socrates fell a victim to the madness of the people, truth and virtue fell with him.

Joseph was industrious, frugal and discreet, and by these means obtained property and reputation.

As we know not what evils may befal ourselves, it is very unbecoming to mock others.

Philip found difficulty in managing the Athenians from the nature of their dispositions; but the eloquence of Demosthenes was the greatest obstacle to his designs.

Bengali.

SAKOONTOLA.

শকুন্তলা শুনিয়া মনে মনে সাতিশয় শঙ্কিত হইয়া এই ভাবিতে লাগিলেন, না জানি আর্য্যপুত্র কি বলেন। রাজা দুর্ব্বাসার শাপপ্রভাবে শকুন্তলাপরিণয়বৃত্তান্ত আদ্যোপান্ত বিস্মৃত হইয়াছিলেন, সুতরাং শুনিয়া বিস্ময়াপন্ন হইয়া

কহিলেন এ আবার কি উপস্থিত। শকুন্তলা শুনিয়া একবারে ম্রিয়মাণা হইলেন। শার্ঙ্গরব কহিলেন মহারাজ! আপনি লৌকিক ব্যবহার বিলক্ষণ অবগত হইয়াও এরূপ কহিতেছেন কেন? আপনি কি জানেন না যে পরিণীতা নারী যদিও অত্যন্ত সাধুশীলা হয়, তথাপি সে নিয়ত পিতৃকুলবাসিনী হইলে লোকে নানা কথা কহিয়া থাকে। এই নিমিত্ত সে পতির অপ্রিয়া হইলেও তাহার পিতৃপক্ষীয়েরা তাহাকে পতিকুলবাসিনী করিতে চাহে।

Answer the following questions in Bengalee:—

১। "আর্য্যপুত্র, শাপপ্রভাবে, শকুন্তলা পরিণয়বৃত্তান্ত," এই তিনটি পদের অর্থ কর; এই তিন পদে কোন সমাস আছে কি না? যদি থাকে, কোন্ পদে কি সমাস হইয়াছে বলিয়া দাও? এই তিন পদের কোন্ পদে কি কারক আছে তাহাও লিখিয়া দাও।

২। "সুতরাং শুনিয়া বিস্ময়াপন্ন হইয়া কহিলেন," এ স্থলে সুতরাং এই পদ প্রয়োগ করা হইয়াছে কেন? কে বিস্ময়াপন্ন হইলেন? বিস্ময়ের কারণই বা কি?।

৩। "শকুন্তলা শুনিয়া একবারে ম্রিয়মাণা হইলেন," এ স্থলে ম্রিয়মাণা শব্দের অর্থ কি? ম্রিয়মাণা, ইহা বিশেষ্য কি বিশেষণ পদ?

৪। "মহারাজ! আপনি লৌকিক ব্যবহার বিলক্ষণ অবগত হইয়াও এরূপ কহিতেছেন কেন" লৌকিক ব্যবহার শব্দের যথার্থ অর্থ কি? কিরূপ ব্যবহারকে লৌকিক ব্যবহার কহে, গ্রন্থ মধ্যে তাহার কোন উদাহরণ দেখান হইয়াছে কি না।

৫। "পরিণীতা, সাধুশীলা, পিতৃকুলবাসিনী," এই তিনটির প্রতিশব্দ দিয়া অর্থ লিখ।

MAHABHARATA.

পুনঃ পুনঃ ডাকি বলে দ্রুপদ তনয়।
শুনিয়া অধৈর্য্যচিত্ত বীর ধনঞ্জয়॥
পুনঃ উঠিবারে পার্থ করিলেন মতি।
হেন কালে শঙ্খনাদ করেন শ্রী পতি।
পাঞ্চজন্য শঙ্খ নাদে ত্রৈলোক্য পূরিল।
দুষ্ট রাজগণ শব্দ শুনি স্তব্ধ হৈল॥
শঙ্খ শব্দ শুনি পার্থ হইল উল্লাস।
ভয়াতুর জনে যেন পাইল আশ্বাস।
উঠ উঠ ধনঞ্জয় ডাকে শঙ্খবর।
লক্ষ্য বিন্ধি দ্রৌপদীরে লভহ সত্বর॥

৬। এই কয়েকটি পদ্যের গদ্যে অর্থ লিখ, কিন্তু ইহার মধ্যে যে কয়েকটি শব্দের প্রতিশব্দ দেওয়া আবশ্যক, তাহার প্রতিশব্দ দিয়া অর্থ করিতে হইবে।

TELEMACHUS.

তৃতীয় দিবস পরিপূর্ণ হইবার অব্যবহিত পূর্ব্বেই তাঁহারা স্বীয় বুদ্ধিমত্তার প্রশংসা করিতেছেন, এমন সময়ে নিকটবর্ত্তী পর্ব্বতোপরি নিবিড়ঘনঘটাসদৃশ রজোরাশি উত্থিত হইয়া গগনমণ্ডল আচ্ছন্ন করিল। অনতিবিলম্বেই অসংখ্য অস্ত্রধারী অসভ্য দল সুব্যক্ত লক্ষিত হইতে লাগিল। যাহারা মেণ্টরের ভবিষ্যসূচনাতে অশ্রদ্ধা করিয়া স্ব স্ব সম্পত্তি রক্ষণে যত্নবান্ হয় নাই, তাহারা এক্ষণে সর্ব্বস্ববিনাশরূপ সমুচিত দণ্ড প্রাপ্ত হইল।

Answer the following questions in Bengalee:—

৭। "তাঁহারা স্বীয় বুদ্ধিমত্তার প্রশংসা করিতেছেন" এ স্থলে বুদ্ধিমত্তা শব্দের অর্থ কি? বুদ্ধিমত্তা শব্দ কোন্ শব্দ হইতে হইয়াছে?

৮। "পর্ব্বতোপরি নিবিড় ঘনঘটা সদৃশ রজোরাশি উত্থিত হইয়া গগনমণ্ডল আচ্ছন্ন করিল" এই বাক্যটির উত্তমরূপে অর্থ কর, এবং কর্ত্তা, কর্ম্ম, ক্রিয়া বিশেষ্য ও বিশেষণ নিরূপণ করিয়া দাও, আর যদি এই বাক্যের অন্তর্গত কোন পদে সমাস থাকে, তাহাও কহিয়া দাও।

৯। "মেণ্টরের ভাবিষ্যসূচনাতে অশ্রদ্ধা করিয়া" ভবিষ্যসূচনা শব্দে কি বুঝা যাইতেছে?

১০। "তাহারা এক্ষণে সর্ব্বস্ব বিনাশরূপ সমুচিত দণ্ড প্রাপ্ত হইল" সর্ব্বস্ববিনাশরূপ এই শব্দের অর্থ কর, এবং এ স্থলে যে যে পদে সমাস হইয়াছে, তাহার প্রত্যেকের অর্থ লিখ।

Sanscrit.

RAGHUVANSA.

अथ जातु रुरोर्गृहीतवर्त्मा विपिने पार्श्वचरैरलक्ष्यमाणः।
श्रमफेनमुचा तपस्विगाढां तमसां प्राप नदीं तुरङ्गमेण ॥ १ ॥
कुम्भपूरणभवः पटुरुच्चैरुच्चचार निनदोऽम्भसि तस्याः।
तत्र स द्विरदबृंहितशङ्की शब्दपातिनमिषुं विससर्ज्ज ॥ २ ॥
नृपतेः प्रतिषिद्धमेव तत् कृतवान् पङ्क्तिरथो विलङ्घ्य यत्।
अपथे पदमर्पयन्ति हि श्रुतवन्तोऽपि रजोनिमीलिताः ॥ ३ ॥
हा तातेति क्रन्दितमाकर्ण्य विषण्णस्तस्यान्विष्यन् वेतसगूढं प्रभवं सः।
शल्यप्रोतं प्रेक्ष्य सकुम्भं मुनिपुत्रं तापादन्तःशल्य इवासीत् क्षितिपोऽपि।
तेनावतीर्य्य तुरगात् प्रथितान्वयेन पृष्ठान्वयः सजलकुम्भनिषण्णदेहः।
तस्मै द्विजेतरतपस्विसुतं स्खलद्भिरात्मानमक्षरपदैः कथयाम्बभूव ॥ ५ ॥

तन्नोदितश्च तमनुद्रुतशल्यमेव पित्रोः सकाशमवसन्नदृशोर्निनाय।
ताभ्यां तथागतमुपेत्य तमेकपुत्रमज्ञानतः स्वचरितं नृपतिः शशंस ॥६॥

Answer the following questions :—

१। प्रथम श्लोकोक्तस्य श्रमफेनमुचा तपस्विगाढ़ा मितियदद्वयस्य केन केन सह अन्वयः ? शरशब्दस्य कोऽर्थः ?

२। द्वितीयश्लोकोक्तानां समस्तपदानां समासाः अर्थाश्च क्रियन्तां।

३। तृतीयश्लोकस्य व्याख्या लिख्यतां।

४। "शल्यप्रोतं प्रेक्ष्य सकुम्भं मुनिपुत्रं तापादन्तःशल्य इवासीत् क्षितिपोऽपि" कक्षावदस्य चतुर्थश्लोकार्द्धस्य तात्पर्यार्थः ? क्षितिपोऽपीत्यत्रप्रयुक्तस्य अपिशब्दस्य का नाम सार्थकता ? शल्यप्रोतं इत्यत्र कः समासः ? प्रोतमिति पदं कथं सिद्धं ?

५। पञ्चमश्लोके प्रथितान्वयेनेति विशेषणस्य सार्थकतां प्रदर्शय, द्विजेतरतपस्वि सुतं इत्यस्य व्याख्यां कुरु, स्वसद्भिरितिविशेषणं कथं दत्तं ?

६। षष्ठश्लोकस्य टीका क्रियतां।

KUMARA SUMBHAVA.

विधिप्रयुक्तां परिगृह्य सत्क्रियां परिश्रमं नाम विनीय च क्लमं।
उमां स पश्यन् ऋजुनैव चक्षुषा प्रचक्रमे वक्तुमनुज्झितक्रमः ॥ १ ॥
अपि क्रियार्थं सुलभं समित्कुशं जलान्यपि स्नानविधिक्षमाणि ते।
अपि स्वशक्त्या तपसि प्रवर्त्तसे शरीरमाद्यं खलु धर्म्मसाधनं ॥ २ ॥
यदुच्यते पार्व्वति पापवृत्तये न रूपमित्यव्यभिचारि तद्वचः।
तथाहि ते शीलमुदारदर्शने तपस्विनामप्युपदेशतां गतं ॥ ३ ॥
विकीर्णसप्तर्षिवलिप्रहासिभिस्तथा न गाङ्गैः सलिलैर्दिवस्पृशैः।
यथा त्वदीयैश्चरितैमाविलैर्मही धरः पावित एष सन्वयः ॥ ४ ॥

Answer the following questions :—

१। प्रथम श्लोके नामेति पदं कथं प्रयुक्तं ? ऋजुनेति पदस्य कोऽर्थः; कानाम सार्थकता ? अनुज्झितक्रम इति पदस्य अर्थः समासश्च क्रियतां।

२। "अपि क्रियार्थं सुलभं समित्कुशं" इत्यत्र अपिशब्दस्य कोऽर्थः ? "समित् कुशं" इत्यत्र कः समासः ? शरीरमाद्यं खलुधर्म्मसाधनं" इत्येतत् वाक्यं कस्य समर्थकं ?

३। तृतीय श्लोकस्य व्याख्या क्रियतां।

४। चतुर्थ श्लोकोक्तानां 'विकीर्णसप्तर्षिवलिप्रहासिभि रिति 'अनाविले' रिति सान्वय इति विशेषण शब्दानां व्याख्याः समासाश्च क्रियन्तां।

Sanscrit.

Translate the following lines into English :—

तमब्रवीत् पिता ब्रह्मन्कथा कोपसमन्वितं।
न मे प्रियं कृतं तात नैष धर्म्मस्तपस्विनां॥
वयं तस्य नरेन्द्रस्य विषये निवसामहे।
न्यायतो रक्षितास्तेन तस्य पापं न रोचते॥
यदि राजा न संरक्षेत् पीड़ा नः परमा भवेत्।
न शक्नुयाम चरितुं धर्म्मं पुत्र यथासुखं॥
रक्षमाणावयं तात राजभिर्धर्म्मदर्शिभिः।
चरामो विपुलं धर्म्मं तेषां भागोऽस्ति धर्म्मतः॥
अराजके जनपदे दोषाजायन्ति वै सदा।
तदृक्षं सततं लोकं राजा दण्डेन रक्षति वै॥
नोदिग्नश्चरते धर्म्मं नोदिग्नश्चरते क्रियां।
राज्ञा प्रतिष्ठितोधर्म्मो धर्म्मात् स्वर्गः प्रतिष्ठित॥

Translate the following lines into Sanscrit:—

Meantime Mahmoud received the mortifying intelligence that the submission and alliance of the king of Kanowge had proved fatal to that prince. Indignant at his desertion of the general cause, Nunda, king of Callinger, seconded by the neighbouring monarchs, commenced a furious war, which ended in his defeat and death, and the surrender of his capital. Mahmoud made all the despatch which his distance admitted. After forcing the passage of the Jumna, he advanced and found the victor strongly entrenched and apparently waiting his attack; but after due consideration, the Indian prince retreated, leaving the country to be laid waste by the invader. The kingdom and city of Kanowge, however, were never able to regain their ancient splendour.

Hindee.

1. Translate into English the following passage from the Ramayana:—

सुनत तीर बासी नर नारी।
धाये निज निज काज बिसारी॥
लषण राम सिय सुन्दरताई।
देखि कपहिं निज भाग्य बड़ाई॥
अति लालस सब हि मन माहीं।
नांव गांव पूछत सकुचाहीं॥
जे तिन महं वयबृद्ध सयाने।
तिन्हि करि जुक्ति राम पहिचाने॥
सकल कथा कहि तिनहिं सुनाई।
बनहि चले पितु आयस पाई॥
सुनि सविषाद सकल पछिताहीं।
रानी राय कीन्ह भल नाहीं॥

राम लखन सिय रूप निहारी ॥
सोच सनेह बिकल नर नारी ॥
ते पितु मातु कहो सखि कैसे।
जिन पठये बन बालक ऐसे ॥

2. Explain the second of the following verses :—

यह सुनि मन गुनि सपथ बड़ि बिहसि उठी मतिमन्द।
भूषन सजति बिलोकि मृग मनऊं किरातिनि फंद ॥

3. Point out in the following lines the peculiar forms of Braj Bhakha, and show how they would be written, in the Kharibolee :—

सखा वचन सुनि बिटप निहारी।
उमगे भरत बिलोचन वारी ॥
करत प्रनाम चले द्वौ भाई।
कहत प्रीति सारद सकुचाई ॥
हर्षहि निरखि राम पद अंका।
मानऊं पारस पायेउ रंका ॥
रज सिर धरि हिय नैननि लावहिं।
रघु वर मिलन सरिस सुख पावहिं ॥
देखि भरत गति अकथ अतीवा।
प्रेम मगन मृग खग जड़ जीवा ॥
सखहि सनेह विवस मग भूला।
कहि सुपंथ सुर वरषहिं फूला ॥
निरखि सिद्ध साधक अनुरागे।
सहज सनेह सराहन लागे ॥
होतन भूतल भाव भरतको।
अचर सचर चर अचर करत को ॥

4. Give the meaning of the words पारस रंका सरिस गति सहज।

5. Explain the lines: 'कहत प्रीति प्रगट सकुचाई। कहि संपथ सुर बरषहिं फूला। अचर सचर चर अचर करत को।

6. What do the adjectives अकथ अतीवा belong to?

7. What is nominative to the verb उमगे ?

8. What mythological legend is referred to in the following verses:—

प्रेम अमिय मन्दर बिरह भरत पयोद गंभीर।
मथि प्रगटे सुर साधु हित कृपा सिन्धु रघु बीर॥

9. Explain the similes contained in these lines.

Hindee.

1. Paraphrase in Kharibolee prose the following extract from the Ramayana:—

मुनिकहं राम दंडवत कीन्हा।
आशिर वाद बिप्र बर दीन्हा॥
देखि राम छवि नयन जुड़ाने।
करि सनमान आश्रमहिं आने॥
तव मुनि आसन दिये सुहाये।
मुनिवर अतिथि प्राण प्रिय पाये॥
कन्द मूल फल मधुर मंगाये।
सिय सौमित्रि राम फल खाये॥
वाल्मीक मन आनन्द भारी।
मंगल मूरति नयन निहारी॥

तब कर कमल जोरि रघु राई।
बोले बचन श्रवण सुखदाई॥
तुम त्रिकाल दरशी मुनि नाथा।
बिश्व बदरि जिमि तुम्हरे हाथा॥
अस कहि प्रभू सब कथा बखानी।
जेहि जेहि भांति दीन्ह बन रानी॥

2. Render the following Hindee sentences into English, and the English into Hindee:—

आगे एक दिन श्री कृष्ण जी राजा उग्रसेन के पास जाय कालिन्दी का भेद सब समझायके कहा।

भानु सुता कालिन्दी को हम ले आये हैं तुम वेद की विधि से हमारा उसके साथ व्याह कर दो।

महाराज यह चरित्र देख सब देस देस के राजा तो लज्जित हो मुख हीं मन अनखाने लगे।

वे अबध नाथ के नाचने के समय ऐसे खडे रहे कि जैसे काठ के बैल खडे होय।

The latter was dethroned by Gunesh, a Hindu, the chief of Betouria. Here then we have a Hindu on the throne again. His countrymen naturally expected that he would do much for them and their religion. But Gunesh found the Mahometans so powerful that he was obliged to leave the Affghan Zemindars their estates. He was so much beloved by all his subjects, that after his death the Mussulmans demanded his body to bury it, and the Hindoos claimed it to burn.

3. What case do prepositions govern in Hindee?

4. Does the particle का ever precede a preposition?

5. When is it changed into के, and when into की before a preposition?

6. Does the nominative plural ever end in ें ?

7. Give the genitive singular and plural of मैं तू यह वह जो कौन्.

8. Give an instance of a verb being in the singular where the agent is plural, and one of a verb in the plural where the agent is singular.

9. Show by an example or two that a verb may be of a different gender from the agent.

Persian.

BOSTAN.

یکی ماند دینار زر صد هزار
خلف بود صاحب دلی هوشیار
نه چون ممسکان دست بر زر گرفت
چو ازادگان بند ازو بر گرفت
ملامت کنی گفتش ای باد دست
بیک ره پریشان مکن هرچه هست
درین روزها زاهدی با پسر
شنیدم که میگفت جان پدر
مجرد رو خانه برداز باش
جوانمرد و دنیا بر انداز باش

پسر پیش بین بود و کار آز مای
پدر را ثنا گفت کای نیك رای
بسالی توان خرمن اندوختن
بیك دم نه مردی بود سوختن
بدنیا توان آخرت یافتن
بزور پنجهٔ دیو بر تافتن
بیك بار بر دوستان زر مپاش
وز آسیب دشمن در اندیشه باش
تهی دست بر خوبرویان مپیچ
که بی هیچ مردم نیرزد بهیچ
وگر هرچه داری بکف بر نهی
گفت وقت حاجت بماند تهی
گدایان بسعی تو هرگز قوی
نگردند و ترسم تو لاغر شوی
چو منماع خیر این حکایت بگفت
ز غیرت جوانمرد را رگ بجست
پراگنده دل گشت ازان عیب جوی
بر آشفت و گفت ای پراگنده کوی
مرا دستگاهی که پیرامن است
پدر گفت میراث جدّ من است
بدستم بیفتاد مال پدر

که بعد از من افتد بدست پسر
همان به که امروز مردم خورند
که فردا پس از من به یغما برند
برند از جهان با خود اصحاب رای
فرو مایه ماند به حسرت بجای
زر و نعمت اید کسی را بکار
که دیوار عقبی کند زر نگار
به ازاد مردي ستودش کسی
که در راه دین سعي کردي بسی
همي گفت و سر در گریبان خجل
چه کردم که در وی توان بست دل
امیدیکه دارم بفضل خداست
که برسعي خود تکیه کردن خطاست
طریقت همین است کاهل یقین
نکو کار بودند و تقصیر بین
مشایخ همه شب دعا خوانده اند
سحر گه مصلا بیفشانده اند

1. Paraphrase in prose the first eight couplets ending with the words دیو بر تافتن

2. Is the verb ماند used in the same voice and same sense throughout in the above extract?

3. What are the ordinary rules for forming the plural number of nouns in Persian? Do you find any other ways in the above extract? Point out the instances.

4. Point out the compound words in the above extract, and explain their meaning.

5. Point out also the nouns which are in the vocative case, and the verbs which are in the imperative mood (امر)

6. What is the meaning of the word گفت in the line

گفت وقت حاجت بماند تهي

7. Give the infinitives (مصدر) of رو مپيچ مپاش باش

خورند ترسم داري

بيني‌كند برند and the 1st person singular indicative present (حال)

of گفت گرفتن بيفشاندند افتادن گشت تافتن سوختن شنيدن

8. Translate into English the lines from همه به كه امروز to the end.

9. What letters may precede the infinitive terminations دن and تن respectively in Persian?

Persian.

GULISTAN.

1. Translate the following passage into English :—

دران مدت مرا با جمع ياران اتفاق سفر مكه افتاد چون از زيارت مكه باز آمدم دو منزلم استقبال كرد ظاهر حالش را ديدم پريشان

و در هیأت درویشان گفتم حال چیست گفت چنانکه تو گفتي طایفهٔ حسد بردند و بخیانتم منسوب کردند و ملک درکشف حقیقت آن استقصا نفرمود و یاران قدیم و دوستان صمیم از کلمهٔ حق خاموش شدند و صحبت دیرینه فراموش کردند •

بصنع خدا چون کسی اوفتاد همه عالمش پای برسر نهند
چو بینند کاقبال دستش گرفت ستایش کنان دست بربرنهند

2. Which are the nominatives to the verbs افتاد (1st line) and گرفت (last line) ?

3. What do the terminations م and ش signify in the words منزلم and عالمش

بروزگار سلامت شکستگان دریاب
که خیر خاطر مسکین بلا بگرداند
چو سایل از تو بزاري طلب کند چیزي
بده وگر نه ستمگر بزور بستاند

4. What part of the verb is دریاب and what is its infinitive (مصدر)

5. Give the meanings of شکستگان and مسکین and سایل

دریای فراوان نشود تیره بسنگ عارف که برنجد تنک آبست هنوز
گر گزندت رسد تحمل کن که بعفو از گناه پاک شوي
ای برادر چو عاقبت خاکست خاک شو پیش ازان که خاک شوي

6. What parts of the verb are شو and شود and شوي

7. Give the meanings of تحمل and عارف تیره فراوان

ای که مشتاق منزلی مشتاب پند من کار بند و صبر آموز
اسپ تازي دو تک رود بشتاب اشتر آهسته میرود شب و روز

8. What are the infinitives (مصدر) of اموز and رود and what part of speech is مشتاب

9. Translate the following Persian sentences into English, and the English into Persian :—

فرصت نیکوئي غنیمت باید شمرد که زمانه بر یکحال نمي ماند •

هر جاندار را جانیست بخشیدهٔ پاک یزدان •

محبت حیات و نگاهباني آن گوهري هر گونه حیوان •

مضرت تعجیل بسیارست و منفعت صبر و سکون بیشمار •

بیکبختان دل میخرند بشیرینکاري و سیه بختان زر فراهم مي آرند به دل آزاري -

فکر معقول بفرما گل بیخار کجاست •

Having destroyed Shah Soojah, Meer Jumla became Soobadar of Bengal.

He seized on part of Assam, and sent an army down the Burrampooter and plundered Dacca.

The Rajah was obliged to seek refuge in the woods, the capital was taken, and the name changed to Alumnuggur.

He was not only friendly to the Europeans while he ruled Bengal, but he did not forget their interests when he was removed.

Urdu.

1. Translate the following passage into English :—

کیا پوچھتے هو مجھه سے هی حال میرا ابتر

دنیا میں کوئي مجھه سا ڈھونڈھے تو پاوے کمتر

اتش سے غم کي ميرے سينه جلا بهنا هی
دو دن کي زندگاني ميرے په اب بلا هی
گردش سے اسمان کي کيا کيا ستم هی مجهپر
سا ئے بغير اپنا ساتهي نهين نه رهبر

ای ماما مسافر هون بے سروپا اس بيگانے شهر مين نه کوئي يار نه آشنا

2. Paraphrase the following lines in prose :—

هيهات ازل سے هی به عالم شادي و غمي هوئي هی توام
تك باد بهار يهان بهے هی پهرباغ مين بس خزان رهے هی
گه سرپه هو تيرے تاج شاهي گه خاک په بستر تباهي
گل سے کبهي دل فراغ ديکهے گه دل په هزار داغ ديکهے
اک دم جونشاط وعيش ديکهے خميازه نت اسکا پيش هووے

تب اُسنے هر ايک کے قيافے کے سونيکو امتحان کي کسوٹي سے کسا ايکن کهرا نه پايا •

3. With what noun does the particle کے after the word قيافے agree in gender, and by what is سونيکو governed?

4. Give the meaning of امتحان قيافے and کسوٹي

جب اسپر ثابت هوا که اور کوئي فرزند پادشاه نهين رکهتا تو نهايت گهبرائي اپنے طالع سے لڑنے لگي اور يے اشعار پڑهنے •

ارے بخت زبون تونے کيا کيا يهه عقده کام مين کيون ميرے ڈالا
نکهو لے ناخن تدبير جسکو بجز تقدير اب تدبير کيا هو

5. What is the meaning of اشعار ــ Explain the couplets from ارے بخت to the end.

6. Which of the following propositions require the masculine کے and which the feminine کي *viz.*, ساتھہ طرف پاس بعد طرح واسطے خاطر مارے ــ Is any preposition ever preceded by کا

7. Point out and explain fully the compound words in the following passages :—

پریون نے وونہین اُس نسترن باغ لطافت کو اور یا سمن چمن نزاکت کو اتش کدے مین ڈال دیا مگر آتش کا پرکالہ ہی جو شمع رخون کے دلون کو پگھلاتا ہی

ای چمک چاندني بت بني

جو مانند مرغ نیم بسمل رات دن خاک پر لوٹتا ہی

اُس سیاہ دلنے کُني سنگ تراش چالاک دست اسي وقت بھیجے

8. In how many ways is the genitive case of nouns formed in Urdu? Do you find examples in the following sentence?

وہ ایک انسان کے دام عشق مین گرفتار ہوئي ہی •

9. What are the ordinary rules for forming the plural number of nouns in Urdu? What other ways occur in it? Can you point out instances in the following sentences?

دُر بے بہا کا مکان شاہون کا افسر ہی •

اسکو بہت سا انعام و اکرام دیکر رخصت کیا •

حق تعالی نے عالم ارواح کو بدن سے نسبت دي ہی •

پہلے تو خار رغبت اغیار کو دلکي سرزمین سے اُکھاڑ •

Urdu.

1. Translate the following passage into English :—

ایسي دولت کے هاتهه لگنے سے نهایت خوشي حاصل هوئي اور ان پر عمل کرنا شروع کیا دروازہ باغ کا کهول دیا اپنے اس امیر کو اور ساتهه والون کو کها که کشتیان منگوا کر یهه سب جواهر و نقد و جنس اور کتابین بار کر لو اور ایك نوازے پر اپ سوار هوکر وهان سے بحر کو روانه کیا آتے آتے جب نزدیک اپنے ملک کے پهنچا جهان پناه کو خبر هوئي سوار هوکر استقبال کیا اور اشتیاق سے بیقرار هوکر کلیجے سے لگالیا مین نے قدم بوسي کرکر کها که اس خاکسار کو قدیم باغ مین رهنے کا حکم هو بولے که ای برخوردار وہ مکان میرے نزدیك منحوس ٹهہرا لهذا اس کي مرمت اور تیاري موقوف کي اب وہ مکان لایق انسان کے رهنے کے نهین رها اور جس محل مین جي چاهے اُترو بهتریون هي که قلعی مین کوئي جگهه پسند کر که میري انکهون کے رو برو رهو اور پائین باغ جیسا چاهو تیار کرواکر سیر تماشا دیکها کرو مین نے بهت ضد اور هٹ کرکر اس باغ کو نئے سر سے تعمیر کروایا اور بهشت کي مانند اراسته کر داخل هوا پهر فراغت سے جنون کي تشخیر کي خاطر چلے بیٹها اور ترک حیوانات کر کر حاضرات کرنے لگا

2. State gender and number of مرمت خبر کتابین کشتیان دروازہ شروع خوشي دولت

3. Give the meaning of the following words : منحوس قدیم قدم ترك حیوانات چلے تسخیر پائین باغ جهان پناه عمل حاضرات

نہیں محتاج زیور کا جسے خوبی خدا نے دی
کہ جیسے خوش نما لگتا ھی دیکھو چاند بن گہنے

4. Explain these verses :—

اتني شوخي اور گستاخي تو نے کبھو نہ کي تھي •

اس نے کہا کہ اي عزیز یہہ کیا تو نے ناحق دند مچایا ہم سے تجھے کیا مدعا ھی میں نے التماس کیا کہ یہہ عاجز بہت مدت سے تمہاري بیٹي پر عاشق ھی اور جیتے جي موا یہہ میري ارزو سنکر بولا کہ ادمي خاکي ہم اتشي ،

پنجرون کو منگوا کر اُن دونون کو نکلوا کر خواجہ کے پاس کھڑا کیا •

ان سے پوچھیئي کہ میں سرمو تفاوت کہتا ھون •

رحلت کے وقت یہہ وصیت اپنے بھائي کو کي کہ ابھي میرا بیٹا بے شعور ھی جب بے بالغ ھو اپنے بیٹي سے شادي اس کي کر دیجو •

5. Give the meaning of بالغ شعور وصیت رحلت تقصیر شوخي گستاخي

6. Distinguish between عزیز and عاجز مدعا and دعا and عشق and نکلوا and نکال نکل منگوا and مانگا عاشق

7. What is meant by سرمو تفاوت آدمي خاکي ہم اتشي جیتے جي موا

8. Render the following English sentences into Urdu, and the Urdu into English :—

گونگی زبان بہتر ھی جھوٹھي زبان سے •

سستي سے زبان هی محنت سے برائي هی •

بیماري قید بدن کي هی •

فایدہ کتاب کے سمجھنے میں هی نہ یاد کرنے میں •

چاهیئے خرچ ادمي کا امد کے برابر هووے اور جو پونجي اپنے پاس رکھتا هی سود سے اُسکے فایدہ اوٹھاوے •

هر شخص کو چاهیئے کہ قدم حد سے باهر نرکھے •

جو دوستوں کي نصیحت نہ سنے گویا اپني اپنے هلاك کي کوشش کرے

Having destroyed Shah Soojah, Meer Jumla became Soobadar of Bengal.

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He was not only friendly to the Europeans while he ruled Bengal, but he did not forget their interests when he was removed.

Ooryah.

1. Translate the following Ooryah sentences into English and the English into Ooryah :—

ତଦନନ୍ତର ଭରତ ଶତ୍ରୁଘ୍ନ ସମଭିବ୍ୟାହାରରେ ହସ୍ତିନା ନରଗସ୍ତ ମାତାମହାଲୟକୁ ଗମନ କଲେ । ଏଥରେ କଛି କାଲ ଗତ ହେଲାରୁ ରାଜା ଦଶରଥ ଆପଣାର ବୟୋଧିକ୍ୟ ହେତୁରୁ ଆପଣାକୁ ରାଜ କର୍ମରେ ଅକ୍ଷମ ବିବେଚନା କର ସୁହୃଦ-ରାଜଗଣ ଓ ପାଶ୍ୱମିତ୍ରମାନଙ୍କ ପରାମର୍ଶ ଅନୁସାରେ ରାମଙ୍କୁ ରାଜତ୍ୱ ଦେଇ ଆପେ ସ୍ୱଚ୍ଛନ୍ଦରେ ରହିବ ।

ବାଞ୍ଛାରେ ତାଙ୍କୁ କହିଲେ, ଆମ୍ଭେ ବୃଦ୍ଧ ଏବଂ ରାଜକର୍ମରେ ଶ୍ରଷ୍ଟ ହୋଇ ଅଛୁ, ଅତଏବ ତୁମ୍ଭେ ଆମ୍ଭର ଜ୍ୟେଷ୍ଠ ପୁତ୍ର ତୁମ୍ଭଙ୍କୁ ରାଜ୍ୟ ପ୍ରଦାନ କରି ଆମ୍ଭେ ରାଜକର୍ମରୁ ଅବସର ହେବାକୁ ଇଚ୍ଛା କରୁ ଅଛୁଁ, ତୁମ୍ଭେ ରାଜ୍ୟଭାର ଗ୍ରହଣ କରି ଯଥା ନିୟମରେ ପ୍ରଜା ପାଲନ କର ।

The latter was dethroned by Gunesh, a Hindu, the chief of Betowria. Here then we have a Hindu on the throne again. His countrymen naturally expected that he would do much for them and their religion. But Gunesh found the Mahometans so powerful, that he was obliged to leave the Affghan Zemindars their estates. He was so much beloved by all his subjects, that after his death the Mussulmans demanded his body to bury it, and the Hindoos claimed it to burn.

ମନୋବିକାର ଜ୍ୟୋତିମଣ୍ଡଲ ମନସ୍ତୁଷ୍ଟି ମନଶ୍ଚିନ୍ତା ଅନଷ୍ଟଙ୍କାର ।

2. In these compound words, the first has an ତ୍ର intervening between the two simple words of which it is compounded—the second a ର and the rest has each a sibilant, the sibilant again varies in each of them. Give the rules on the subject.

3. Give the feminines of ଧନବାନ ବିଦ୍ୱାନ ବୁଦ୍ଧିମାନ ଇନ୍ଦ୍ର କର୍ମକାରୀ ଚିତ୍ରକର ଧାତା ଗରୀଶ ତପସ୍ୱୀ ନମ୍ର ସାଧୁ and the masculines of ପ୍ରିୟସି ସଖି ପତିତପାବନୀ

4. Show the Sandhi and Samasa in the following words, and explain their meaning:—

ଯଦ୍ୟପି ସ୍ୱଭାବାନୁସାରେ କିଲୋତ୍ପାଟ ବିନ୍ଧ୍ୟାଲେକୁ କନକାଲଙ୍କାରାଦ ଶ୍ରୀମଚିତ୍ରବର୍ଣ ସର୍ବୌଷଧି

5. Give the etymology and literal meaning of the following words extracted from various parts of the Hitopadesa. ଅଜର ସହସ୍ରରଶ୍ମୀ ଦୁର୍ଭିକ୍ଷ ସରୋଜ ଅପ୍ରାପଙ୍ଗିକ ବିହଙ୍ଗ

6 Distinguish between କମ and କରଣୀୟ ଗମନ and ଗନ୍ତବ୍ୟ ବୃଦ୍ଧି and ବନ୍ଧନଶୀଲ ଆସନ and ଆସନ୍ନ ଦୃଷ୍ଟ and ଦର୍ଶିତ ବସନ and ବସତ

7. Give the different meanings of the following words: କାଲ ବିଗ୍ରହ ବାସ କର ଦିଂହାର ସ୍ୱାମୀ

8. What are the accusative, genitive, dative, and ablative terminations of nouns in Ooryah ?

Ooryah.

1. Translate the following passage into English :—

ସାରସ କହୁଅଛି, ହେ ରାଜନ୍ ଶୁଣନ୍ତି, ଯଦ୍ୟପି ସଂଗ୍ରାମ ତ୍ୟାଗ କଲେ ମୃତ୍ୟୁ ଭୟ ନ ଥାନ୍ତି । ତେବେ ଅନ୍ୟ ସ୍ଥାନକୁ ଯିବାର ଉପଯୁକ୍ତ, ମାତ୍ର ଯଦ୍ୟପି ପ୍ରାଣିର ମରଣ ଅବଶ୍ୟ ହେବ ତେବେ କି ହେତୁରୁ ବୃଥା ଅପଯଶ କରବୁଁ ? ପୁନର୍ବାର ବାୟୁ ଗମନରେ ଯେତୁଁ ତେଉ ହୁଏ ତାହାର ଗମନ ନ୍ୟାୟ ଅଳ୍ପକାଲସ୍ଥାୟୀ ଯେ ଏହି ସଂସାର, ଏଠାରେ ପର ନିମନ୍ତେ ପ୍ରାଣ ବ୍ୟୟ କରିବାର ପୁଣ୍ୟପ୍ରଯୁକ୍ତ ହୁଏ । ଆଉ ସ୍ୱାମୀ, ଅମାତ୍ୟ ରାଷ୍ଟ୍ର, ଦୁର୍ଗ, କୋଶ, ସୈନ୍ୟ, ସୁହୃତ୍, ନଗରସ୍ଥ ଲୋକ, ଏହି ଆଠ ପରସ୍ପର ଉପକାର ହେତୁରୁ ରାଜ୍ୟାଙ୍ଗ ବୋଲୋନ୍ତି । ହେ ମହାରାଜ. ଆପଣ ସ୍ୱାମୀ ସର୍ବ ପ୍ରକାରେ ରକ୍ଷଣୀୟ ଅଟନ୍ତି ହେତୁ ଏହି କି ଅମାତ୍ୟ ଲୋକ ବଡ ହେଲେହେଁ ସ୍ୱାମିକୁ ପରିତ୍ୟାଗ କରି ବଞ୍ଚେ ନାହିଁ, ଗତାୟୁ ଲୋକଙ୍କର ଧନନ୍ତରି ବୈଦ୍ୟସୁଦ୍ଧା କି କରି ପାରେ ? ପୁନର୍ବାର ସୂର୍ଯ୍ୟ ଅପ୍ରକାଶ ହେଲେ ଯେମନ୍ତ ପଦ୍ମ ଅପ୍ରକାଶ ରହେ ଏହିରୂପେ ରାଜା ଅପ୍ରକାଶ ହେଲେ ଏହି ପ୍ରାଣି ସକଲ ଅପ୍ରକାଶ ହୁଅନ୍ତି ; ରବି ପ୍ରକାଶ ହେଲେ ଯେମନ୍ତ ପଦ୍ମ ପ୍ରକାଶ ହୁଏ, ସେହିରୂପେ ରାଜା ପ୍ରକାଶ ହେଲେ ପ୍ରାଣି ସକଲ ପ୍ରକାଶ ହୁଅନ୍ତି ।

ପୁନଶ୍ଚାର ମଦ୍ୟପାନ ଲାମ୍ପଟ୍ୟ ମୃଗୟା ଦ୍ୟୂତକ୍ରୀଡା ପରଦ୍ରବ୍ୟ ଅପହରଣ କଡାମ୍ବୁ ଦେୟ ଦ୍ରବ୍ୟ ନ ଦେବାର କଠୋର ବାକ୍ୟ ନରପତ୍ୟିକୁ ଦଣ୍ଡ ଦେବାର ଏହି ସବୁ ରାଜାମାନଙ୍କର ବ୍ୟସନ ।

2. Explain the phrase କଡାମ୍ବୁ ଦେୟ ଦ୍ରବ୍ୟ ।

3. What is the meaning of ବ୍ୟସନ

ସଜ୍ଞଙ୍କ ହୃହି କର କହିଲେ, ହେ ମହାରାଜ, ଏ ଶଙ୍କାସ୍ପଦ ନହେ ; ଯେହେତୁରୁ ଏ ଦୂରଦର୍ଶୀ ମହାଶୟ, ସୁତରାଂ ବଶ୍ୱାସ ଭୂମି ;

4. Point out the Sandhi in ଶଙ୍କାସ୍ପଦ and give its literal meaning—also the literal meaning of ବଶ୍ୱାସ ଭୂମି

ଅପର ଯଞ୍ଚଭୁତରେ କର୍ମିତ ଯେ କରେବର ସେ ଯଞ୍ଚତ୍ୱ ପାଇ ପୁନଶ୍ଚ ଆପଣା ଆପଣା କ ରଣରେ ଲୀନ ହୁଏ, ତହିରେ ଶୋକ କ ।

ବାଳକ ରାଜାଙ୍କୁ ମଧ୍ୟ, 'ଏ ମନୁଷ୍ୟ' ଇହା ବୋଲି ଅବଜ୍ଞା କରିବ ନାହିଁ, ଯେହେତୁରୁ ସେ ମହତୀ ଦେବତା, ନରରୂପ ଧାରଣ କର ଅଛନ୍ତି ।

5. Translate these sentences literally.

ଏଥିରେ ମଣ୍ଡଳ କହି ଗଣେଶାଦଙ୍କ ପୂଜା ବାହୁଲ୍ୟରୂପେ ଦେଖାଇ ଆପେ ମରକଟମାନଙ୍କର ପ୍ରିୟ ଫଳ ଘେନ ବନରେ ପ୍ରବେଶ ହୋଇ ଫଳମାନଙ୍କୁ ପକାଇ ଦେଲା । ସେଠାରୁ ବାନରମାଣେ ଘଣ୍ଟା ଛାଡ କର ଫଳରେ ଆସକ୍ତ ହେଲାରୁ ସେ ସ୍ତ୍ରୀ ଘଣ୍ଟା ଘେନ ଆସି ନଗରରେ ପହୁଞ୍ଚି ସକଳ ଲୋକଙ୍କର ମାନ୍ୟା ହେଲା ।

6. Point out the verbs which are finite and those which are not finite in this passage.

7. What is the meaning of ଗଣେଶାଦିଙ୍କ

ପୁନରପି ଉପରେ ଗ ନ ଥିବା ସକାଶେ କୃପଣର ଧନ ପରଧନ ସମାନ ହୁଅ ; ଇହାର ଏହି ଧନ, ଏହି ସମ୍ବନ୍ଧ ମାତ୍ର ଉପଜୀବୀ ବନ

ଦେବତା ସମସ୍ତଙ୍କର ଆମ୍ଭଙ୍କୁ ସଜୌଷଧି ରସରେ ଏହି ଜନ ରାଜ୍ୟରେ ଅଭିଷେକ କର ଅଛନ୍ତି । ଏହେତୁରୁ ଆଜଠାରୁ ଜନରେ ଆପଣ ଆଜ୍ଞାନୁସାରେ କର୍ମ ହେବ ।

8. Explain these sentences.

ସେ ସ୍ୱଚ୍ଛାରେ ନଗର ନକଟରେ ଭ୍ରମଣ କରୁ କରୁ ଚେଲୀରାଣ୍ଡରେ ପଡି ଉନ୍ମଧ୍ୟରୁ ଉଠିବାକୁ ଅସମର୍ଥ ହେବାରୁ ପ୍ରାଉଃକାଳରେ ସେ ଆପଣାକୁ ମଲପ୍ରାୟ ଦେଖାଇ ରହିଲା ।

9. Can you point out any word in this sentence where there might have been a *Sandhi*—and how would the word stand in that case?

History.

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1. Under what circumstances were the Greek colonies in Asia Minor first established?

2. Give some account of the Ptolemies, and state how many years they governed Egypt. When, and from what cause did the decline of Alexandria commence?

3. What was the extent of the Roman dominions at the time of the death of Alexander the Great?

4. What was the extent of the Portuguese settlements in the East at the time of that nation's greatest prosperity, and what settlements does Portugal still possess in India?

5. Give some account of the first Mogul invasion of India?

6. Describe the manner in which Aurungzebe obtained the throne of Delhi. What relation was he to Akbar?

7. What was the extent of the British possessions in India in the year 1800?

8. State the cause which led to the final war between the British and the government of Mysore?

Geography.

1. Explain the following geographical terms:—peninsula, plateau, isthmus, straits, the basin of a river, snow-line.

2. What rivers fall into the Baltic Sea, the Bay of Bengal, and the Gulf of Mexico?

3. Draw an outline map of Hindostan, and place in it the chains of mountains, chief rivers, and 12 of the most important cities.

4. Give the names of the several Ionian islands, of the chief Islands in the Indian archipelago, and of the principal groups in the Pacific.

5. Name the British possessions in Europe, Africa, and North America.

6. Into what *natural* divisions may Hindostan be divided?

7. What causes determine the climate of a country? Give examples.

8. Where are the following places, and for what are they remarkable?

Navarino,	Rosetta,
Lima,	Venice,
Amboyna,	Acre,

Talavera.

Arithmetic and Algebra.

1. A man can count at the rate of 100 a minute,—how long will it take him to count five hundred lacs?

2. A shopkeeper purchased 250¼ yards of cloth for 900 Rs., and paid expences amounting to 103 Rs.; what must he charge per yard in order to make a profit of 50 per cent.?

3. Reduce ·005 of a pound to the fraction of a penny, and extract the square root of ·00006241.

4. Add together $\frac{2\frac{1}{2}}{3\frac{1}{3}}$, $\frac{1\frac{1}{4}}{3}$, 9 and $\frac{3}{4}$ of $\frac{8}{9}$ of $\frac{5\frac{5}{6}}{7}$.

5. State the rules for pointing in the multiplication and division of decimals; and multiply ·256 by ·0025 and divide ·0036. by ·4, and 4 by ·00001.

6. Shew that

$$\left\{\left[ax+by\right]^2+\left[ay-bx\right]^2\right\}\left\{\left[ax+by\right]^2-\left[ay-bx\right]^2\right\}=\left[a^4-b^4\right]\left\{x^4-y^4\right\}$$

7. Divide $x^6+2x^3y^3+y^6$ by $\left[x+y\right]^2$

8. Resolve $x^{12}-a^{12}$ into its simplest factors, and simplify.

$$\frac{1+\dfrac{a-b}{a+b}}{1-\dfrac{a-b}{a+b}} \div \frac{1+\dfrac{a^2-b^2}{a^2+b^2}}{1-\dfrac{a^2-b^2}{a^2+b^2}}$$

9. Find the greatest common measure of x^3-3x^2-9x+5 and $x^3-19x+30$.

10. Solve the equations.

(1.) $$\frac{a}{b}\left[x-\frac{a}{3}\right]-\frac{1}{3}\left[x-\frac{a}{4}\right]+\frac{1}{4}\left[x-\frac{a}{5}\right]=0$$

(2.) $$\frac{}{x-a}-\frac{}{x-b}=\frac{}{x-c}$$

Euclid.

1. If one side of a triangle be produced, the exterior angle is greater than either of the interior opposite angles.

2. From the same point there cannot be drawn more than two equal straight lines to meet a given straight line.

3. The opposite sides and angles of parallelograms are equal to one another, and the diameter bisects them, that is, divides them into two equal parts.

4. Prove that the four triangles, into which a parallelogram is divided by its diagonals, are equal to one another.

5 In obtuse angled triangles, if a perpendicular be drawn from any of the acute angles to the opposite side produced, the square of the side subtending the obtuse angle is greater than the sum of the squares of the sides containing the obtuse angle, by twice the rectangle contained by the side, upon which, when produced, the perpendicular falls, and the straight line intercepted, without the triangle, between the perpendicular and the obtuse angle.

6. The angle at the centre of a circle, is double of the angle at the circumference upon the same base, that is, upon the same part of the circumference.

7. If two chords of a circle intersect at right angles, the portions of the circumference, taken alternately, are together equal to half of the circumference.

8. If a straight line touch a circle, and from the point of contact a straight line be drawn cutting the circle, the angles made by this line with the line touching the circle shall be equal to the angles which are in the alternate segments of the circle.

9. If two circles cut one another, find a point from which the straight lines drawn to touch the two circles, shall be equal to one another.

QUESTIONS SET AT THE ANNUAL EXAMINATION, MEDICAL COLLEGE. SESSION 1859-60.

Test and Honor Examination.

Second year's Students.

ANATOMY.

I. Describe the boundaries of the perinæum proper, the parts situated within the space and the variations from their normal arrangement which are of essential surgical importance.

II. Give the course and relations of the common carotid artery.

III. When a ligature is applied to the external iliac, in what manner is the circulation in the lower limb maintained.

IV. Describe the inferior maxillary division of the 5th pair of nerves.

V. Whence do the following muscles obtain their supply of motor nervous filaments; the adductor muscles of the thigh, the recti muscles of the orbit, the sternomastoid, trapezius, digastric and omohyoid.

VI. Give a general description of the great ventricular space of the encephalon, detailing its boundaries and sub-divisions.

VII. Describe the stomach, its position, relations and general structure together with the sources of vascular and nervous supply.

First year's Students.

ANATOMY.

I. Describe the bones on the table,' mentioning in the case of the unsymmetrical bones the side of the body to which they be-

long; the description to include an enumeration of the other bone with which they severally articulate and an exact account of the attachment of ligaments and muscles.

II. Give a description of the knee joint.

III. By what muscles is the abdominal cavity enclosed, and what are their origins, insertions, and relative relations.

IV. Describe the muscles on the posterior aspect of the forearm.

V. Give a description of the human heart.

CHEMISTRY.

1. How do you explain the formation of the Solar spectrum?

2. Describe the construction and explain the action, of the common Hospital Electro-magnetic machine.

3. What is the composition of fresh human bile? How may it be detected in urine?

4. How may uric acid be best obtained pure, what is its composition; what are the chief products of its artificial oxidation?

5. Name the minerals on the table, their composition and chief uses.

MINERALS ON THE TABLE.

1. Flint.
2. Rock-crystal.
3. Talc.
4. Marble.
5. Magnetic oxide of Iron.
6. Sulphuret of Iron.
7. Copper pyrites.
8. Sulphuret of lead
9. Realgar.
10. Chromate of lead.

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1. Explain and illustrate the terms, Specific Gravity. Specific heat.

2. What are the laws which govern chemical combination?

3. What is the compsition of coal gas? How is it obtained and purified?

4. How is phosphoric acid prepared? What are the tests for it in solution?

5. Tests for salts of potash, magnesia, lead in solution.

6. How do you explain the formation of the Solar spectrum?

MATERIA MEDICA.

1. Enumerate the different physiological classes into which medicines are usually divided.

2. State in general terms the nature of the action of each class and the organ or organs on which that action is exerted.

3. Give tables of the most important of the medicines contained in each class with the dose of each medicine, adding such remarks, regarding the therapeutic uses of important medicines as you may be able to make.

4. State how Iodide of Potassium is prepared.

ANATOMY AND PHYSIOLOGY.

1. The blood, its constituents and qualities.

2. A description of the capillary blood vessels generally, their structure and functions.

3. A general description of the active and passive organs of motion, and minute structure of bone.

4. Describe the urinary organs generally with the minute structure and functions of the kidneys.

COMPARATIVE ANATOMY.

1. Describe the differences between organic and inorganic bodies, and between a plant and animal.

2. What are the characteristics of each of the 5 great divisions of the animal kingdom viz. Vertebrata, Mollusca, Articulata, Radiata, Protozoa?

3. In what class of Vertebrata is the horse placed, and what are its peculiarities of structure?

4. In what division is the moth or butterfly placed? Describe the characteristic structure of the class insecta and the order lepidoptera.

MEDICINE.

1. Describe the symptoms of tetanus, and state what circumstances lead you to form a favorable or unfavourable prognosis.

2. What are the symptoms of softening of the brain? Describe the morbid appearances found on dissection.

3. Describe the symptoms and signs of emphysema of the lungs. Mention the course and effects of the disease.

4. What are the symptoms of acute tuberculosis of the lungs. What are the morbid appearances found on dissection?

5. What is the morbid anatomy of chronic gout?

SURGERY.

1. A man has received a contused and lacerated wound on the back of the thigh; part of the skin, some cellular tissue and muscle have been disorganised. Sloughing has consequently taken place. Describe the various stages of the process by which repair is effected; the nature and structure of the new material; and the probable consequences to the limb of the injury.

2. Describe the symptoms of a fracture of the upper third of the femur. Give an account of the process by which a broken bone is united. Describe also the mode of treatment and your reasons for it.

3. What is the difference between malignant and non-malignant growths? Give a brief account of their pathology.

4. What is a perineal fistula? How is it generally produced? and how would you treat it?

5. How is union effected after the operation for hare-lip?

6. Describe the steps of the operation for ligature of the outer stage of the subclavian artery.

7. Describe Mr. Syme's operation for amputation at the ankle joint. What are its advantages?

8. What is the difference between collapse and coma?

MIDWIFERY.

1. Tedious labour; the effects of delay on the first and second stages; the treatment of these cases, in particular on the use of opium and ergot of rye.

2. On the different movements of the fœtal head in its transit through the pelvis.

MEDICAL JURISPRUDENCE.

1. Fully detail the proofs by which it can be decided that a child was born dead.

2. Describe the symptoms, treatment, and morbid appearances in cases of poisoning by sulphate of copper, together with its tests.

3. State in detail the circumstances which modify the action of poisons.

BOTANY.

1. Enumerate and describe the principal kinds of cellular tissue.

2. Describe the structure and mode of increase of exogenous wood.

3. Explain the meaning of the following terms.

Axil.
Rhizome.
Apocarpous.
Anatropous.
Bipinnate.
Induplicate.

4. Give the characters of the natural orders.

Rubiaceæ.
Grasses.

5. Describe the rise of the sap and the changes which it undergoes in the leaf.

Return of Candidates Passed during the year for Employment or Promotion in the Education Department.

Names of Passed Candidates.	Where Educated.	Employment at the time of Examination.	When and where Examined.	Grade of Certificate gained.
Kadarnath Dutt, ...	Presidency College, ...	None.	Pooree, May 1859,	High, 4th Grade.
Dwarkanath Mookerjee, ...	Cuttack School, ...	3rd Master, Pooree Schl.	Ditto, ...	Low, 4th Grade.
Horolall Bose, ...	Pooree School, ...	4th Do. Do. Do.	Ditto, ...	High, 4th Ditto.
Haranchunder Moitre, ...	Kishnaghur College, ...	Dō. Do. Bancoorah Do.	Hooghly, June 1859,	High, 3rd Ditto.
Peary Bullub Burmono, ...	Hooghly College, ...	Writer in the British Indian Association,..	Ditto, ...	Medium, 3rd Do.
Modoosoodun Burmono, ...	Do. do.	2nd Master, Aided English School, Juggutbullubpore, ..	Ditto, ...	Low, 3rd Ditto.
Nobinchunder Dey, ...	Hindu College, ...	3rd Master, Rajah of Burdwan's School,...	Ditto, ...	High, 3rd Ditto.
Kadarnath Banerjee, ...	Hooghly College, ...	Student, ...	Ditto, ...	Medium, 3rd Do.
Gobindchunder Bose, ...	Free Ch. Inst. Chinsurah,	Monitor in F. Ch. Instn.	Ditto, ...	Low, 3rd Ditto.
Chunder Sekhur Mookerjee, ...	Hooghly College, ...	None, ...	Ditto, ...	Low, 2nd Ditto.
Doorgaprosono Mookerjee, ...	Do. do.	Student, ...	Ditto, ...	High, 3rd Ditto.
Kadarnath Gangooly, ...	Do. do.	Ditto, ...	Ditto, ...	Low, 3rd Ditto.
Umbica Churn Sircar, ...	Do. do	Ditto, ...	Ditto. ...	High, 3rd Ditto.
Kisto Mohun Day, ...	Do. do.	None, ...	Ditto, ...	Medium, 3rd Do.
Hurrochunder Banerjee, ...	Do. do.	Ditto, ...	Ditto, ...	Ditto Ditto.
Bunko Behari Seal, ...	Do. do.	Ditto, ...	Ditto, ...	Low, 3rd Ditto.
Nilmony Coomar, ...	Do. do.	Offg. 6th Master, Hogy. Branch School, ...	Ditto, ...	High, 3rd Ditto.
Petumber Dey, ...	Beerbhoom School and Presidency College,	Do. 6th Do. Beerbhoom School, ...	Ditto, ...	Ditto 3rd Ditto.
Gopal Chunder Mookerjee, ...	Hooghly College, ...	None, ...	Ditto, ...	Medium, 3rd Do.

Setanath Mookerjee, ...	Kishnaghur College, ...	Head Mr. Aided English School, Chuckdigee, Burdwan, ...	Ditto, ...	Ditto, 2nd Ditto.
Radagobind Dutt, ...	Hooghly College, ...	2nd Do. Do. Do. ...	Ditto, ...	Low 2nd Ditto.
Omachurn Dutt, ...	Chittagong School, ...	Offg. 5th Teacher, Chittagong School, ...	Chittagong, Jan. 1860, ...	Middle, 4th Do.
Prosunno Coomar Dutt, ...	Do. do.	Do. 6th Master Do. Do.	Ditto, ...	High, 5th Ditto.
Gour Mohun Audhicary, ...	Do. do.	Do. 7th Teacher Do. Do.	Ditto, ...	Middle, 5th Do.
Brojokissore Bose, ...	Kishnaghur College, ...	Do. 3rd Master, Bhagulpore, School, ...	Bhaugulpore Ditto,	High, 3rd Ditto.
Cosheeprusuno Mitter, ...	Presidency College, ...	Do. 4th Do. Do. ...	Ditto, ...	High, 3rd Ditto.
Promothonath Mookerjee, ...	Bhaugulpore School, ...	Do. 5th Do. Do ...	Ditto, ...	Middle, 4th Do.
Issur Chunder Chuckerbutty,	Cal. Free Ch. Institution,	Teacher in the Calcutta Free Ch. Institution,	Hooghly, April 1860, ...	Medium, 2nd Do.
Kallikarunjun Mitter, ...	Hooghly College, ...	2nd Teacher of the Koomarhutto Aided Anglor-Vernacular School, ...	Ditto, ...	High, 3rd Ditto.
Sreekanto Mullick, ...	Do. do.	Student, ...	Ditto, ...	Low 2nd Ditto.
Hurronath Mitter, ...	Do. do.	9th Master, Kishnaghur College, ...	Ditto, ...	Ditto Ditto.
Brojobullub Mitter, ...	Do. do.	8th, Mr. Bancoorah School,	Ditto, ...	Medium, 3rd Do.
Umbica Churn Sircar, ...	Howrah School, ...	6th Do. Howrah School,	Ditto, ...	Ditto Ditto.
Kalliprosuno Mookerjee, ...	Hooghly College, ...	Student, ...	Ditto, ...	High, 3rd Ditto
Gungadhur Acharj, ...	Kishnaghur Missionary Schoool, ...	Head Master of the Konnugur Aided English School, ...	Ditto, ...	Low, 2nd Ditto.
Nobinchunder Mitter, ..	Free Ch. Instn. Chinsurah,	3rd Master, Bancoorah School, ...	Ditto, ...	Ditto Ditto
Gopeenauth Banerjee,... ...	Hooghly and Presidency Colleges, ...	Student, ...	Ditto, ...	High, 3rd Ditto.
Brojonath Shaha, ...	Hooghly College, ...	Ditto, ...	Ditto, ...	Low 3rd Ditto.

Return of Candidates Passed, &c.—(Continued.)

Names of Passed Candidates.	Where Educated.	Employment at the time of Examination.	When and where Examined.	Grade of Certificate gained.
Ausootosh Mitter, ...	Presidency College, ...	Offg. 4th Master, Colootollah Branch School,	Hooghly, April 1860, ...	Medium, 3rd Do.
Promothonath Mookerjee, ...	Hooghly and Presidency Colleges, ...	Law Student, ...	Ditto, ...	Low, 2nd Ditto.
Sibchunder Chatterjee, ...	Presidency College, ...	Ditto.	Ditto, ...	Medium, 3rd Do.
Rajnarain Chuckerbutty, ...	Hooghly College, ...	3rd Mr., Howrah School,	Ditto, ...	Low, 2nd Ditto.
Koonjobehari Chuckerbutty,...	Ditto, ...	8th Mr., Kishnaghur Col.	Ditto, ...	Medium 2nd Do.
Umbica Churn Mookerjee, ...	Hooghly & C. E. College,	Civil Engineering College,	Ditto, ...	Low, 2nd Do,
Umbica Churn Sircar, ...	Hooghly College, ...	8th Mr., Howrah School,	Ditto, ...	High, 3rd Ditto.
Mrittonjoy Roy, ...	Kishnaghur and Presidency Colleges, ...	Student, ...	Ditto, ...	High, 2nd Ditto.
Prosunno Coomar Bose, ...	Presidency College, ...	Ditto, ...	Ditto, ...	Ditto, 3rd Ditto.
Issur Chunder Chuckerbutty,	Ditto, ...	Ditto, ...	Ditto, ...	Low, 2nd Ditto.
Ram Chunder Mookerjee, ...	Kishnaghur College, ...	Student in the Presidency College, ...	Ditto, ...	Ditto Ditto.
Neelmoney Coomar, ...	Hooghly College, ...	7th Master, Hooghly Branch School, ...	Ditto, ...	High, 3rd Ditto.
Tarini Churn Mookerjee, ...	Baraset School and Presidency Colleges, ...	6th Master, Baraset School.	Ditto, ...	Ditto Ditto.

N. B. First Grade Certificate holders are eligible to appointments of which the salary exceeds, ... Rs. 150

Second	Ditto	Ditto	of which the salary does not exceed,	...	...	...	„	150
Third	Ditto	Ditto	Ditto	...	...	...	„	50
Fourth	Ditto	Ditto	Ditto	...	...	...	„	40
Fifth	Ditto	Ditto	Ditto	...	...	...	„	25
Sixth	Ditto	Ditto	Ditto	...	...	...	„	12

Alphabetical List of Officers in the Education Department receiving salaries of Rupees 15 *per mensem and upwards on the* 31*st December* 1860.

Names.	Present Appointment.	Salary.
Abdul, Huq, ...	1st Persian Teacher, Anglo Persian Department, Calcutta Madrissah, ...	100 0 0
Abdul, Hye, ...	1st Assistant Professor, Calcutta Madrissah, ...	60 0 0
Abdul, Kureem, ...	Persian Teacher, Arrah Zillah School, ...	40 0 0
Abdul, Kureem, ...	2nd Assistant Professor, Calcutta Madrissah, ...	50 0 0
Abdul, Ruzzack, ...	7th Master Anglo Persian Department, Ditto Ditto, ...	30 0 0
Abdur, Rouf, ...	2nd Persian Teacher, Ditto Ditto Ditto, ...	50 0 0
Abdur, Ruheem, ...	3rd Ditto Ditto Anglo Persian Dept., Hooghly College,	36 0 0
Abdus, Subhan, ...	Sub-Deputy Inspector of Purneah, ...	40 0 0
Acharjya, Gangadhar, ...	Head Master Connagur Aided English School, ...	70 0 0
Adhikari, Gourmohun, ...	7th Master Chittagong Zillah School, ...	16 0 0
Adhikari, Krishna Chandra, (on leave,)	5th Master Ooterparah English School, ...	25 0 0
Adhwarjya, Khetra Nath, ...	Head Pundit, Kaksa Aided Vernacular School, ...	15 0 0
Aga, Mohamed, ...	Persian Teacher Patna School, ...	40 0 0
Ahmed, Ah, ...	1st Urdu Teacher, Gya School, ...	30 0 0
Ahom, Bhoolee, ...	Pundit, Government Vernacular School, Assam, ...	15 0 0
Ali, Azhur, ...	Head Moulvee, Arabic Department, Hooghly College, ...	300 0 0
Ali, Furraghut, ...	3rd Ditto Ditto Ditto Ditto, ...	80 0 0
Ali, Kabeer, ...	2nd Urdu Teacher, Tirhoot School, ...	15 0 0
Ali, Kassim, ...	6th Master, Colingah Branch School, ...	30 0 0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Ali, Mahomed, ...	8th Master, Anglo Persian Dept., Calcutta Madrissah, ...	30 0 0
Ali, Mirza Mobaruk, ...	Writing & Drawing Mr., Arabic Dept. Hooghly College,	40 0 0
Ali, Zulfookar, ...	Moonshee, Colingah Branch School, ...	30 0 0
Aratoon, S. C.	Head Master, Dacca Normal School, ...	300 0 0
Atkinson, W. S., M. A., ...	Director of Public Instruction, ...	2,000 0 0
Bachaspati, Madhusudan, ...	2nd Pundit, Calcutta Normal School, ...	50 0 0
Bagchi, Kashi Chandra, ...	Do. Do., Govt. Ver. School., Mohiganj, Zillah Rungpore,	15 0 0
Banerjee, Obhaya Charan, ...	Circle Pundit of Kumarhatta Patshallahs, ...	15 0 0
Banerjee, Ambika Charan, ...	Pundit of the Subarnapolli Aided School, ...	15 0 0
Banerjee, Annada Prasad, ...	Head Pundit, Jyrampore Vernacular School, ...	16 0 0
Banerjee, Bâburam, ...	5th Master, Midnapore Zillah School, ...	30 0 0
Banerjee, Biprâdas, ...	3rd Pundit, Basudebpore Model School, ...	10 0 0
Banerjee, Biprâdas, ...	6th Master, Hindu School, ...	80 0 0
Banerjee, Chandrakant, ...	Circle Pundit, Ariadoho Patshallahs, ...	15 0 0
Banerjee, Chandi Charan, ...	Head Pundit of the Nilganj Aided School, ...	24 0 0
Banerjee, Chandi Charan, ...	Additional 3rd Master, Colootollah Branch School, ...	80 0 0
Banerjee, Chandra Mohan, ...	Head Master, Chota Nagpore School, ...	60 0 0
Banerjee, Chandra Kumar, ...	4th Pundit, Colootollah Branch School, ...	20 0 0
Banerjee, Ganesh Chandra, ...	Head Pundit, Soopore Vernacular School, ...	15 0 0
Banerjee, Girish Chandra, ...	2nd Ditto, Kishnaghur Vernacular School, ...	20 0 0
Banerjee, Gobind Chandra, ...	Circle Pundit of Konukshar Patshallahs, ...	15 0 0

Banerjee, Gobind Chandra, ...	2nd Master, Purneah School, ...	50	0	0
Banerjee, Gopal Chandra, ...	Head Pundit, Sydabad Government Vernacular School,	15	0	0
Banerjee, Gopal Chandra, ...	Head Master, Calcutta Normal School, ...	150	0	0
Banerjee, Gopinath, ...	Superintendent, Normal School, Gowhatti, ...	80	0	0
Banerjee, Haris Chandra, ...	Head Master of the Ichapore Aided School, ...	35	0	0
Banerjee, Hara Chandra, ...	Deputy Inspector of Schools, Dinagepore, ...	150	0	0
Banerjee, Hara Chandra, ...	13th Master, Colootollah Branch School, ...	25	0	0
Banerjee, Hem Chandra Shiromani,	Pundit of Champapore Government Vernacular Semi-nary, Zillah Bograh, ...	20	0	0
Banerjee, Ishan Chandra, ...	2nd Master, Berhampore College, ...	300	0	0
Banerjee, Jadunath, ...	Circle Pundit, Kishnaghur Patshallahs, ...	15	0	0
Banerjee, Jadunath, ...	Head Master, Okershaw Aided English School, ...	50	0	0
Banerjee, Jagat Chandra, ...	Deputy Inspector of Schools, 24-Pergunnahs and Baraset,	150	0	0
Banerjee, Koilas Chandra, ...	Head Pundit, Ambaria Aided School, ...	25	0	0
Banerjee, Kali Prasanna, ...	7th Master, Burrisaul Zillah School, ...	15	0	0
Banerjee, Kali Pado, ...	Circle Pundit of Rooderpore Patshallahs, ...	15	0	0
Banerjee, Kali Kumar, ...	Pundit of the Bursea Aided School, ...	16	0	0
Banerjee, Kali Pada, ...	3rd Ditto, Sheakhalla Model School, ...	14	0	0
Banerjee, Kaliprasanna, ...	Pundit, Govt. Ver. School, Chilwari, Zillah Rungpore,...	20	0	0
Banerjee, Kartik Chandra, ...	4th Master, Midnapore Zillah School;	40	0	0
Banerjee, Khetra Nath, ...	Circle Pundit of Sethpore Patshallahs, ...	15	0	0
Banerjee, Khetra Mohun, ...	Head Pundit, Dwarhatta Aided Vernacular School, ...	15	0	0
Banerjee, Khetra Dhan,...	Head Master, Sulkea Aided Ver. School, ...	50	0	0
Banerjee, Krishnanath, ...	Vernacular Teacher of Science, Dusghora Aided Inter-mediate School, ...	25	0	0
Banerjee, Krishnakishor, ...	Head Pundit, Belgoria Govt. Model School, ...	25	0	0
Banerjee, Lalkamal, ...	Circle Pundit, Sharshoona Patshallahs, ...	15	0	0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Banerjee, Lokanath, ...	6th Master, Jessore Zillah School,...	16 0 0
Banerjee, Madusudan, ...	3rd Master, Puruleah Zillah School, ...	30 0 0
Banerjee, Mahesh Chandra, ...	5th Ditto, Pubna ditto ditto, ...	20 0 0
Banerjee, Mahesh Chandra, ...	2nd Ditto, Jessore ditto ditto, ...	50 0 0
Banerjee, Mahesh Chandra, ...	2nd Ditto, Hindu School, ...	200 0 0
Banerjee, Nakuleshwar,...	2nd Pundit of the Dacca Normal School....	75 0 0
Banerjee, Nilchandra, ...	4th Master, Calcutta Madrissah. Anglo Persian Dept., ...	50 0 0
Banerjee, Nilmadhab, ...	2nd Ditto, Barrackpore Government School.	25 0 0
Banerjee, Pelaram, ...	Head Pundit, Shomoshpore Vernacular School, ...	15 0 0
Banerjee, Pyarimohan, ...	Head Master, Barrackpore Government School,... ...	50 0 0
Banerjee, Radhanath, ...	2nd Pundit, Colootollah Branch School, ...	20 0 0
Banerjee, Rajballabh, ...	3rd Ditto ditto ditto, ...	20 0 0
Banerjee, Rakhal Das, ...	Circle Pundit of Sackrol Patshallahs, ...	15 0 0
Banerjee, Ramcharan, ...	Head Pundit, Batanul Aided Vernacular School... ...	15 0 0
Banerjee, Rasik Lal, ...	6th Master, Sanscrit College, ...	30 0 0
Banerjee, Sarbheshwar, ...	2nd Pundit, Dandipore Model School, ...	20 0 0
Banerjee, Shyamacharan, ...	Head Ditto, Dusghora Aided Intermediate School, ...	50 0 0
Banerjee, Srinath, ...	3rd Master, Hooghly Branch School, ...	50 0 0
Banerjee, Srinath, ...	Head Master, Koomercolly Aided School, ...	80 0 0
Banerjee, Taraprasad, ...	3rd Master, Balasore Zillah School, ...	30 0 0
Banerjee, Uma Charan, ...	Head Pundit, Madhubpore Aided Vernacular School, ..	15 0 0

Banerjee, Uma Chandra, ...	Head Pundit, Azimgunge Aided Vernacular School, ...	20	0 0
Banerjee, Umesh Chandra, ...	2nd Pundit, Ilsoba Mondlye Aided English School, ...	30	0 0
Banerjee, Umesh Chandra, ...	Ditto ditto, Horope Model School, ...	25	0 0
Basu, Ambica Charan, ...	Head Master, Ilsoba Mondlye Aided English School, ...	45	0 0
Basu, Beni Madhab, ...	2nd Master, Midnapore Zillah School, ...	80	0 0
Basu, Bhagaban Chandra, ...	Head Master, Chittagong Zillah School, ...	150	0 0
Basu, Braja Madhab, ...	Ditto ditto, Garden Reach Aided School, ...	80	0 0
Basu, Braja Kishor, ...	2nd Ditto, Chota Nagpore School, ...	30	0 0
Basu, Durganarayan, ...	8th Ditto, Midnapore Zillah School, ...	15	0 0
Basu, Dwarakanath, ...	Officiating 6th Master, Ooterparah Govt. English School,	20	0 0
Basu, Gobind Chandra, ...	Head Master, Madhubpasha Aided School, ...	20	0 0
Basu, Gobind Chandra.	5th Master, Colingah Branch School, ...	30	0 0
Basu, Gopal Chandra, ...	Superintendent of the Calcutta Patshallah.	40	0 0
Basu, Gopal Chandra, ...	Head Master, Bora Aided Vernacular School, ...	50	0 0
Basu, Hara Lall,...	4th Ditto, Poòree Zillah School, ...	25	0 0
Basu, Ishwar Chandra, ...	6th Master, Dacca College, ...	100	0 0
Basu, Ishan Chandra, ...	Head ditto, Bhara Simlah Aided School, ...	15	0 0
Basu, Janakicharan, ...	Ditto Ditto, Mymensing, ...	50	0 0
Basu, Kailas Chandra, ...	Deputy Inspector of Schools, Moorshedabad, ...	100	0 0
Basu, Kalidas, ...	Head Master, Nulcoorah Anglo Ver. Aided School, ...	38	0 0
Basu, Kedar Nath, ...	2nd Master, Pooree Zillah School, ...	50	0 0
Basu, Kedar Nath, ...	2nd Ditto, Tumlook Aided Anglo Ver. School, ...	25	0 0
Basu, Khetra Mohan, ...	Head Pundit, Shurshaw Ditto Ditto Ditto, ...	15	0 0
Basu, Prasannakumar, ...	Head Master, Pundooah Aided English School, ...	40	0 0
Basu, Rajkumar,...	Head Master, Kholnea Aided School, ...	50	0 0
Basu, Rajnarayan, ...	Ditto Ditto, Midnapore Zillah School, ...	150	0 0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Basu, Rasiklal	3rd Master, Midnapore Zillah School, ...	50 0 0
Basu, Sharadaprasad, ...	13th Master Hindu School, ...	20 0 0
Basu, Shyama Charan, ...	Deputy Inspector of Schools, Barrisaul, ...	100 0 0
Banik, Gobindprasad, ...	Circle Pundit, Nursia Patshallahs, ...	15 0 0
Barman, Mathuranath, ...	Head Master, Coomermorah Aided Anglo Vernacular School, ...	50 0 0
Baisak, Kanai Lal, ...	Officiating 3rd Master, Cuttack Zillah School, ...	50 0 0
Bandah, Ali, ...	2nd Circuit Teacher of Sarun, ...	15 0 0
Bangsi, Lal, ...	Ditto ditto Ditto, Gyah, ...	15 0 0
Banarasi, Prasad, ...	Deputy Inspector of Monghyr, ...	100 0 0
Beatson, G , ...	2nd Master, Kishnaghur College, ...	300 0 0
Beauchamp, J. W., ...	3rd Ditto, Arrah School, ...	30 0 0
Benaik, Prasad, ...	Sub-Deputy Inspector of Bhaugulpore, ...	40 0 0
Bharut, Koilas Chandra, ...	Head Pundit, Aheritollah Aided School, ...	16 0 0
Bhadra, Srinath, ...	3rd Master, Commillah Zillah School, ...	30 0 0
Bhaduri, Bipinbyahari, ...	7th Master, Howrah Zillah School, ...	20 0 0
Bhaduri, Bipradas, ...	Head Ditto, Lozun Aided School, ...	25 0 0
Bhaduri, Kesab Chandra, ...	Head Pundit, Bokra Aided Vernacular School, ...	15 0 0
Bhattacharjya, Adya Nath, ...	Circle Ditto, of the Fulta Patshallahs, ...	15 0 0
Bhattacharjya, Ambica Charan, ...	Head Pundit, Mirzanagore Aided Vernacular School, ...	15 0 0
Bhattacharjya, Ananda Chandra, ...	Circle Pundit, Magisga Patshallahs,...	15 0 0

Bhattacharjya, Beni Kumar, ...	2nd Pundit, Ooterparah English School, ...	15	0	0
Bhattacharjya, Bhuban Mohan, ...	Head Pundit, Aided Vernacular School Borobaloon, ...	15	0	0
Bhattacharjya, Bireswhar, ...	Ditto Ditto, Sheakhala Model School, ...	25	0	0
Bhattacharjya, Bishwambhar, ...	Assistant Pundit of Muzilpore Government Vernacular School, ...	5	0	0
Bhattacharjya, Chandi Nath, ...	Head Master, Bullagore Aided E. School, ...	50	0	0
Bhattacharjya, Chandra Shekar, ...	Head Pundit, Bhattane Vernacular School, ...	15	0	0
Bhattacharjya, Chandra Mohan, ...	Ditto Ditto, Cowcher Vernacular School, ...	15	0	0
Bhattacharjya, Chandra Narayan, ...	2nd Ditto, Budangunge Model School, ...	15	0	0
Bhattacharjya, Dinobandu, ...	Circle Pundit, Toragoonia Patshallahs, ...	15	0	0
Bhattacharjya, Dino Nath, ...	Pundit Govt. Ver. Schl. at Khansama, Zillah Dinagepoor,	20	0	0
Bhattacharjya, Dino Nath, ...	2nd Pundit, Debogram Model School, ...	20	0	0
Bhattacharjya, Dwarkanath, ...	2nd Master, Ooterparah Government English School, ...	75	0	0
Bhattacharjya, Gadadhar, ...	Head Pundit, Rishrah Aided Vernacular School,... ...	20	0	0
Bhattacharjya, Ganesh Chandra, ...	Head Pundit, Moyda Aided School, ...	15	0	0
Bhattacharjya, Gobind Chandra, ...	Circle Pundit, Soidpore Patshallahs, ...	15	0	0
Bhattacharjya, Gourmohun, ...	Pundit, Churchika Government Vernacular School, ...	15	0	0
Bhattacharjya, Heranand, ...	Head Pundit of the Govt. Vernacular School, Mizelpore,	20	0	0
Bhattacharjya, Ishan Chandra, ...	Ditto, Govt. Vernacular School Sumdia, Zillah Dinagepore,	20	0	0
Bhattacharjya, Jadunath, ...	Circle Pundit, Dholapore Patshallahs, ...	15	0	0
Bhattacharjya, Joggeshwar, ...	Head Pundit of the Sucteepore Vernacular School, ...	15	0	0
Bhattacharjya, Kailas Chandra, ...	2nd Pundit, Hooghly Branch School, ...	16	0	0
Bhattacharjya, Kailas Chandra, ...	Pundit, Govt. Ver. School Potiron, Zillah Dinagepore, ...	20	0	0
Bhattacharjya, Kailas Chandra, ...	Circle Pundit, Kolyanpore Patshallahs, ...	15	0	0
Bhattacharjya, Kailas Chandra, ...	Ditto Ditto, Isypool Patshallahs, ...	15	0	0
Bhattacharjya, Kali Nath, ...	Ditto Ditto of the Takee Ditto, ...	15	0	0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Bhattacharjya, Kali Kinkar, ...	2nd Pundit, Midnapore Government Vernacular School,	15 0 0
Bhattacharjya, Kalikamal Sarbabhouma, ...	Head Pundit, Govt. Vernacular School, Sudder Station of Bograh, ...	25 0 0
Bhattacharjya, Kaliprasanna, ...	2nd Ditto, Hooghly Normal School, ...	25 0 0
Bhattacharjya, Kartik Chandra, ...	Head Master, Bissenpore Aided Vernacular School, ...	40 0 0
Bhattacharjya, Kedar Nath, ...	Head Master, Midnapore Government Vernacular School,	30 0 0
Bhattacharjya, Khetra Mohan	4th Master, Baraset Zillah School	20 0 0
Bhattacharjya, Khetra Nath, ...	Master of Surveying and Engineering, C. E. College, ...	200 0 0
Bhattacharjya, Krishnakamal, ...	Deputy Inspector of Schools of Calcutta, ...	100 0 0
Bhattacharjya, Lakhikant, ...	Head Pundit, Bansbaria Aided Vernacular School, ...	18 0 0
Bhattacharjya, Loharram, ...	Ditto Ditto, Kishnaghur Vernacular School, ...	30 0 0
Bhattacharjya, Modusudan, ...	Pundit, Bissenpore Aided Anglo Vernacular School, ...	15 0 0
Bhattacharjya, Mohendra Nath, ...	Head Pundit, Hurrichuck Aided Vernacular School, ...	20 0 0
Bhattacharjya, Madhusudan, ...	2nd Pundit, Ahmedpore Model School, ...	20 0 0
Bhattacharjya, Nabin Chandra, ...	Ditto Ditto, Jonardanpore Model School, ...	20 0 0
Bhattacharjya, Nabakumar, ...	Circle Pundit of the Kosh[illegible]mehatta Patshallahs, ...	15 0 0
Bhattacharjya, Nilkamal, ...	Head Pundit, Gochurn Aided School, ...	17 0 0
Bhattacharjya, Nilkamal, ...	Head Master, Ungool School, ...	30 0 0
Bhattacharjya, Nilmani,...	Ditto Ditto, Bhajanghaut Model School, ...	25 0 0
Bhattacharjya, Parbati Charan, ...	Circle Pundit of the Nuldee Patshallahs, ...	15 0 0
Bhattacharjya, Pormanand, ...	Pundit, Mohasingpore Government Vernacular School,	20 0 0

Bhattacharjya, Pyarimohan,	...	...	Head Pundit of the Fuzzilpore Govt. Vernacular School,	20	0 0
Bhattacharjya, Roghuram,	...	...	2nd Pundit, Sreekissenpore Model School, ...	20	0 0
Bhattacharjya, Ramdas, ...	...	...	Head Pundit, Ratra Aided Vernacular School, ...	15	0 0
Bhattacharjya, Rammay,...	...	...	Head Ditto, Mushagram Vernacular School, ...	20	0 0
Bhattacharjya, Ramsaday,	...	...	Ditto Ditto, Khantoorah Model School, ...	25	0 0
Bhattacharjya, Ramprasad,	...	...	Ditto Ditto, Gourbatty Model School,...	25	0 0
Bhattacharjya, Ramtaran,	...		Pundit, Government Vernacular School, Ghoraghaut, in Zillah Dinagepore, ...	20	0 0
Bhattacharjya, Shashibhushan,	...	...	Ditto Ditto, Maldah Zillah School, ...	15	0 0
Bhattacharjya, Shasti Das,	...	...	Ditto Ditto, Rajnagore A. Vernacular School, ...	20	0 0
Bhattacharjya, Shyama Charan,		...	Deputy Inspector of Schools. Lower Assam, ...	100	0 0
Bhattacharjya, Sriram, ...	...	...	Head Pundit, Dowlutgunge Vernacular School, ...	16	0 0
Bhattacharjya, Srinath, ..	...	...	Head Pundit of the Luckhikantopore Aided School, ...	20	0 0
Bhattacharjya, Srinath. ...	...	...	Ditto Ditto, Gurbetta Aided Vernacular School,... ...	15	0 0
Bhattacharjya, Srimanta,	...	...	Ditto Ditto, Mohespore Model School, ...	25	0 0
Bhattacharjya, Sripati, ...	...	...	Head Pundit, Bissenpore Government Vernacular School,	15	0 0
Bhattacharjya, Tarini Charan,	...	...	Ditto Ditto, Allatee Aided Vernacular School, ...	15	0 0
Bhattacharjya, Tarini Charan.	...	...	Ditto Ditto, Mahesh Aided Vernacular School, ...	15	0 0
Bhattacharjya, Tarini Prasad,	...	...	Ditto Ditto, Dabiburpore Aided Vernacular School, ...	15	0 0
Bhattacharjya, Uma Charan,	...	...	2nd Ditto, Basudebpore Model School, ...	16	0 0
Bhattacharjya, Umesh Chandra,		...	Circle Pundit of the Luckhipasha Patshallahs, ...	15	0 0
Bhattacharjya, Umesh Chandra,		...	Ditto ditto of the Runglabaz ditto, ...	15	0 0
Bhumik, Ram Chandra, ...	..		Pundit, Government Vernacular School, Nowdanga, Zillah Rungpore, ...	20	0 0
Bidyaratna, Bhagabati Charan,		...	Circle Pundit, Neelgunge Patshallahs, ...	15	0 0
Bidyaratna, Girish Chandra,	...	...	2nd Grammar Pundit, Sanscrit College, ...	50	0 0

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Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Bidyaratna, Jai Chandra, ...	Circle Pundit, Simoolia Patshallahs,...	15 0 0
Bidyaratna, Ramnarayan, ...	4th Grammar Pundit, Sanscrit College, ...	40 0 0
Bidyalankar, Bhoirab Chandra,... ...	Head Pundit, Mancoor Model School, ...	25 0 0
Bidyalankar, Gurudas, ...	Ditto ditto, Maluncha Aided Vernacular School, ...	16 0 0
Bidyalankar, Ram Chandra, ...	Ditto ditto, Russapuglah Government School, ...	50 0 0
Bidyanidhi, Koilas Chandra, ...	Ditto ditto, Rajshahye Zillah School, ...	25 0 0
Bidyanidhi, Gopal Chandra, ...	5th ditto, Bengali Department Hooghly College, ...	20 0 0
Bindubasini, Rebecca, ...	Head Mistress, Gopaulnagore Female School, ...	25 0 0
Bidyabhushan, Kalidas, ...	Head Pundit, Issuripore Aided School, ...	16 0 0
Bidyabagish, Ramrup, ...	Circle Pundit, Sinthee Patshallahs,...	15 0 0
Bellett, G., B. A., ...	2nd Master, Dacca College,...	300 0 0
Bisarad, Bhagaban, ...	2nd ditto, Bengali Department Hooghly College, ...	41 0 0
Bisarad, Gobinda Chandra, ...	4th ditto, ditto ditto ditto ditto, ...	20 0 0
Bishwas, Abhyja Charan,...	4th Master, Commillah Zillah School, ...	20 0 0
Bishwas, Mahesh Chandra, ...	5th Master, Furreedpore Zillah School, ...	20 0 0
Bahirdas, Kirtibas, ...	2nd Pundit, Sumbulpore Aided Vernacular School, ...	20 0 0
Boulnois, C., B. A., ...	Assistant Professor of Law and Jurisprudence, Presidency College, ...	300 0 0
Baksi, Ram Jadab, ...	5th Master, Pubna Zillah School, ...	20 0 0
Brennand, W., ...	Principal, Dacca College, ...	600 0 0
Buruah, Janakiram, ...	3rd Master, Gowhatty English School, ...	20 0 0

Carnduff, D., ...	Head Master, Hindu School, ...	300	0	0
Cameron, J. R. D., ...	Head ditto. Arrah School, ...	150	0	0
Chatterjee, Ambica Charan, ...	Head Pundit, Panreh Vernacular School, ...	15	0	0
Chatterjee, Ambica Charan, ...	Ditto ditto, Nittanundopore Vernacular School, ...	15	0	0
Chatterjee, Anand Harihar, ...	Ditto ditto, Kendraparah Government Ver. School, ...	20	0	0
Chatterjee, Benimadhab, ...	Head Master. Sreemunthpore English School, ...	30	0	0
Chatterjee, Benimadhab, ...	Head Pundit, Ooterparah Government Ver. School, ...	20	0	0
Chatterjee, Bhagaban, ...	Head Pundit, Kolsgachee Aided School, ...	20	0	0
Chatterjee, Bishwambar, ...	Head Master, Howrah Vernacular School, ...	15	0	0
Chatterjee, Charu Chandra, ...	Ditto ditto, Bagnaparah English School, ...	50	0	0
Chatterjee, Dinanath, ...	14th Master, Colootollah Branch School, ...	25	0	0
Chatterjee, Girish Chandra, ...	5th Master, Kishnaghur College, ...	100	0	0
Chatterjee, Guru Das, ...	7th Ditto, ditto ditto, ...	60	0	0
Chatterjee, Guru Charan, ...	Head Master. Dinagepore School, ...	150	0	0
Chatterjee, Guru Dayal, ...	Ditto ditto, Khamargachee English School, ...	50	0	0
Chatterjee, Haran Chandra, ...	3rd Master, Ooterparah Government English School, ...	50	0	0
Chatterjee, Hari Mohan, ...	Circle Pundit, of the Ghola Patshallahs, ...	15	0	0
Chatterjee, Hurnath, ...	3rd Master of the Russapuglah School, ...	60	0	0
Chatterjee, Harish Chandra, ...	Offg. Hd. Master, Anglo-Vernacular School, Serajgunge,	27	8	0
Chatterjee, Jadunath, ...	Head Pundit Sookchur Aided School, ...	18	0	0
Chatterjee, Jadunath, ...	Hd. Master, Catipara Aided School, ...	30	0	0
Chatterjee, Jadu Kumar, ...	3rd. Pundit, Hooghly Normal School, ...	15	0	0
Chatterjee, Jadunath, ...	Offg. 5th Master, Ooterparah Govt. English School, ...	25	0	0
Chatterjee, Jagadishwar, ...	Pundit of the Chittagong Zillah School, ...	40	0	0
Chatterjee, Kailas Chandra, ...	13th Master, Hooghly College, ...	40	0	0
Chatterjee, Kaliprasana, ...	2nd Master, Sanscrit College, ...	100	0	0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Chatterjee, Kailas Chandra, ...	Dy. Inspector of Schools, Bograh, ...	100 0 0
Chatterjee, Kali Charan, ...	Hd. Master, Pooree Zillah School,...	100 0 0
Chatterjee, Kanti Chandra, ...	3rd Master, Colingah Branch School, ...	40 0 0
Chatterjee, Khetra Mohan, ...	Hd. Master, Baraset Zillah School, ...	150 0 0
Chatterjee, Krishnagopal, ...	Pundit of Vernacular School at Koligunge, Zillah Dinagepore.	18 0 0
Chatterjee, Nabin Chandra, ...	Head Pundit, Hadipore School, ...	17 0 0
Chatterjee, Nabin Chandra, ...	4th Master, Ooterparah Government English School, ...	30 0 0
Chatterjee, Nilmani, ...	Head Pundit Eng. Bazar Govt. Ver. School, ...	25 0 0
Chatterjee, Paran Chandra, ...	Head Pundit, Indos Aided V. School, ...	15 0 0
Chatterjee, Prasanna Kumar, ...	Pundit, Govt. Vernacular School, Alipore, Zillah Rungpore,	20 0 0
Chatterjee, Prasanna Kumar, ...	5th Master, Baraset Zillah School,...	20 0 0
Chatterjee, Prem Chand, ...	Head Pundit, Foolbaria Aided School, ...	20 0 0
Chatterjee, Raghunath, ...	Ditto, Master Pataruh Vernacular School, ...	15 0 0
Chatterjee, Rakhal Chandra, ...	4th Ditto, Balasore Zillah School, ...	20 0 0
Chatterjee, Ramsaday, ...	Circle Pundit, Badu Patshallahs, ...	15 0 0
Chatterjee, Shoshibhushan, ...	Head Pundit, Akoe Aided Vernacular School, ...	15 0 0
Chatterjee, Shyama Charan, ...	Ditto Ditto, Raneebazar Aided Vernacular School, ...	15 0 0
Chatterjee, Shyama Charan, ...	Senior Pundit, Berhampore College, ...	40 0 0
Chatterjee, Shibadas, ...	2nd Pundit, Dinehaut Model School, ...	20 0 0
Chatterjee, Sitanath, ...	Circle Pundit, Panihatty Patshallahs, ...	15 0 0

Chatterjee, Srinath.	Head Pundit of the Sarengabad Aided School, ...	17	0 0
Chatterjee, Srikrishna, ...	2nd Master, Baucoorah Zillah Ditto, ...	75	0 0
Chatterjee, Srikrishna, ...	7th Master, Berhampore College, ...	100	0 0
Chatterjee, Tarini Charan, ...	3rd Ditto, Sanscrit College, ...	80	0 0
Chowdari, Bama Charan, ...	3rd Ditto, Rajshahye Zillah School, ...	50	0 0
Chowdari, Kali Mohan, ...	Hd. Master, Kurreempore Aided English School, ...	70	0 0
Chowdari, Krishnendra, ...	4th Master, Rajshahye Zillah School.	30	0 0
Chowdari, Prem Chand.	Hd. Master, Andool Aided English School, ...	50	0 0
Chowdari, Rajkrishna Rai, ...	Ditto Ditto, Cundra Aided English School, ...	50	0 0
Chowdari, Uma Charan, ...	Pundit, Govt. Ver. School at Nanya, in Zillah Bograh,...	20	0 0
Christian, Mark.	Hd. ditto, ditto ditto Mohigunge, Zillah Rungpore, ...	30	0 0
Chuckerbutty, Abhay Charan, ...	Hd. Pundit, Vr. School, Gowhatty, ...	30	0 0
Chuckerbutty, Bhagaban Chandra, ...	2nd. Master, Chittagong Zillah School, ...	100	0 0
Chuckerbutty, Bholanath, ...	Head Pundit, Midnapore Zillah School, ...	20	0 0
Chuckerbutty, Bireshwar, ...	5th Master, Barrackpore Government School, ...	20	0 0
Chuckerbutty, Dwarakanath, ...	Head Pundit, Sooree Aided Ver. School, ...	20	0 0
Chuckerbutty, Dwarakanath, ...	Head Master, Goopenathpore Aided Anglo-Ver. School,	50	0 0
Chuckerbutty, Dwarakanath, ...	6th Master, Hooghly College, ...	110	0 0
Chuckerbutty, Gobind Chandra, ...	Head Master, Goas Aided English School, ...	50	0 0
Chuckerbutty, Gobind Chandra, ...	2nd Master, English School, Dinagepore, ...	50	0 0
Chuckerbutty, Hara Kant, ...	Head Pundit, Sreedhurpore Aided Vernacular School, ...	15	0 0
Chuckerbutty, Haranunda, ...	Ditto ditto, Amadpore Govt. Model School, ...	25	0 0
Chuckerbutty, Hira Lal, ...	Circle Pundit, Bhoghooty Patshallahs, ...	15	0 0
Chuckerbutty, Jagat Chandra, ...	Head ditto, Dholjana Aided School, ...	20	0 0
Chuckerbutty, Janakinath, ...	Ditto ditto, Rajibpore ditto ditto, ...	20	0 0
Chuckerbutty, Kailas Chandra,... ...	Circle ditto of the Seinhatty Patshallahs,...	15	0 0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Chuckerbutty, Kalikamal, ...	Circle Pundit, Juggutdol Patshallahs, ...	15 0 0
Chuckerbutty, Kangali Charan, ...	Circle Pundit, of the Kodumgachee Patshallahs,... ...	15 0 0
Chuckerbutty, Kedarnath, ...	Head Pundit, Bhodya Aided Ver. School, ...	15 0 0
Chuckerbutty, Khetra Chandra, ...	Circle Pundit, Kadihatty Patshallahs, ...	15 0 0
Chuckerbutty, Kishna Chandra, ...	3rd Master, Govt. Eng. School, Bograh, ...	30 0 0
Chuckerbutty, Madhab Chandra, ...	Head Pundit, Bhobanipore Aided Ver. School, ...	15 0 0
Chuckerbutty, Madhab Chandra, ...	7th Eng. Teacher, Bhaugulpore School, ...	15 0 0
Chuckerbutty, Mahima Charan, ...	Circle Pundit, Sreebaree Aided School, ...	22 0 0
Chuckerbutty, Mahesh Chandra, ...	Pundit of Ver. School, Madupore Zillah Dinagapore, ...	24 0 0
Chuckerbutty, Naba Kumar, ...	Off. 7th Master, Ooterparah Eng. School, ...	15 0 0
Chuckerbutty, Nilchandra, ...	3rd Master, Zemindari School, Rungpore, ...	40 0 0
Chuckerbutty, Nilmani, ...	3rd Ditto, Colootollah Branch School.	80 0 0
Chuckerbutty, Nilmani, ...	Head Pundit, Gungadhurpore Aided Ver. School, ..	15 0 0
Chuckerbutty, Nityanand, ...	Circle Pundit, Kasba Patshallahs, ...	15 0 0
Chuckerbutty, Rajnarayan, ...	3rd Master, Howrah Zillah School,...	50 0 0
Chuckerbutty, Rajnarayan, ...	12th Ditto, Hooghly College.	50 0 0
Chuckerbutty, Ramkumar.	Junior Pundit, Dacca College, ...	30 0 0
Chuckerbutty, Surjyakumar, ...	Head Pundit, Kinkurbutti Aided E. School, ...	15 0 0
Chuckerbutty, Srikishna, ...	2nd Pundit, Ooterparah Government Vernacular School,	15 0 0
Churamani, Baddinath, ...	Head Pundit of the Chota Jagoli Govt. Ver. School, ..	25 0 0
Churamani, Haricharan, ...	Pundit, Govt. English School, Bograh, ...	20 0 0

Churamani, Kalikumar, ...	Pundit, Russapuglah Aided School, ...	20	0	0
Churamani, Ramkishna,...	Bengali Pundit, Tirhoot School, ...	16	0	0
Cowell, E. B., M. A., ...	Principal, Sanscrit College, Professor of History and Political Economy, Presidency College, ...	1,100	0	0
Cowpar, Thomas, ...	Head Master, Howrah Zillah School, ...	150	0	0
Crozier, W.	Professor of Anatomy and Physiology and Comparative Anatomy and Zoology, ...	800	0	0
Cuar, Mutilal, ...	6th Master, Beerbhoom Zillah School, ...	20	0	0
Dās, Akhyanārāyan, ...	2nd Pundit, Midnapore Zillah School, ...	12	0	0
Dās, Ānand Chandra, ...	Pundit, Anglo Ver. School, Sherepore, Zillah Mymensing,	16	0	0
Dās, Ānand Mohan, ...	9th Master, Dacca College, ...	65	0	0
Dās, Bhuddar.	2nd Pundit, Govt. Ver. School, Tezpore, Zillah Durrung,	20	0	0
Dās, Brajanath, ...	Head Ditto, Dheergonagore Anglo Ver. School, ...	15	0	0
Dās, Brikhodar.	Head Pundit, G. V. S. Choyanee, Zillah Kamroop, ...	15	0	0
Dās, Chandra Kant, ...	Head Master, Shactghur Aided School, ...	30	0	0
Dās, Gobind Persād, ...	3rd Master, Burrisaul Zillah School, ...	30	0	0
Dās, Gobind Chandra, ...	Head, Pundit Kandee Govt. Ver. School, ...	20	0	0
Dās, Gobind Chandra, ...	3rd Master Aided English School, Sylhet,...	30	0	0
Dās, Gurunāth, ...	Circle Pundit, Eloshur Patshallahs,...	15	0	0
Dās, Harikishna, ...	3rd Master, English School, Dinagepore, ...	30	0	0
Dās, Hari Charan.	5th Master, Bancoorah Zillah School, ...	30	0	0
Dās, Ishwar Chandra, ...	2nd Master, Hooghly Branch School, ...	80	0	0
Dās, Janamejay, ...	2nd Master, Offg. Head Mr. Govt. Eng. School, Gowhatty,	80	0	0
Dās, Kali Kamal, ...	Circle Pundit of the Binda Patshallahs, ...	15	0	0
Dās, Khetra Chandra, ...	Head Master, Sookchur Aided School, ...	20	0	0
Dās, Krishna Chandra, ...	Head Pundit, Dacca Model School, ...	15	0	0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Dās, Krishna Gobind, ...	Officiating 5th Master, English School, Dinagepore, ..	16 0 0
Dās, Lakhmārāyan, ...	4th Pundit, Calcutta Patshallahs, ...	20 0 0
Dās, Mādhab Chandra, ...	12th Master, Hindu School, ...	20 0 0
Dās, Nanda Lal, ...	3rd Master, Anglo-Persian Dept., Cal. Mudrissa,... ...	80 0 0
Dās, Nabin Chandra, ...	Head Master, Hooghly Branch School, ...	150 0 0
Dās, Padmalochan, ...	Pundit, Govt Ver. School. Chundunpat, Zillah Rungpore,	20 0 0
Dās, Rādhā Gobind, ...	11th Master, Colootollah Branch School, ...	30 0 0
Dās, Rādhā Charan, ...	2nd Master, Govt English School, Mymensing, ...	50 0 0
Dās, Raj Mohan,...	Head Pundit, Meerpore Aided School, ...	15 0 0
Dās, Rāmnārāyan.	Teacher of Military and Bengalee Class, Medical College,	200 0 0
Dās, Sharata Chandra, ...	4th Master, Furreedpore Zillah School, ...	20 0 0
Dās, Shindharām, ...	Head Master, English School, Goalparah, ...	100 0 0
Dās, Shyāmā Charan, ...	Head Master, Jorat Aided Anglo Ver School, ...	50 0 0
Dās, Tarini Kant, ...	5th Master, Commillah Zillah School, ...	20 0 0
Das, Uma Charan.	Head Master, English School, Mymensing, ...	150 0 0
Das, Umesh Chandra, ...	5th Master, Howrah Zillah School, ...	25 0 0
De, Amrita Lal, ...	Head Master, Muddenpore Aided School, ...	23 0 0
De, Ananda Prasad, ...	Head Master, Anglo-Vernacular Aided School, Sherepore, Zillah Mymensing, ...	25 0 0
De, Chandi Charan, ...	7th Master, Colootollah Branch School, ...	40 0 0
De, Girish Chandra, ...	2nd Master, Colootollah Branch School, ...	100 0 0

De, Nimi Charan, ...	2nd Pundit, Calcutta Patshallah, ...	20	0 0
De, Pitambar, ...	4th Master, Beerbhoom Zillah School, ...	25	0 0
De, Pratap Chandra, ...	12th Master, Berhampore College,...	20	0 0
De, Troilokyanath, ...	11th Master, Berhampore College,...	20	0 0
De, Uma Kant, ...	Head Pundit of the Tagooria Aided School, ...	25	0 0
Desouza, J..	Head Master. Noakhali Zillah School, ...	150	0 0
Datta, Banamali,...	6th Master, Bancoora Zillah School, ...	25	0 0
Datta, Bhuban Mohan, ...	Head Master, Rannaghat Aided English School, ...	50	0 0
Datta, Hara Chandra, ...	4th Master, Hindu School, ...	100	0 0
Datta, Hara Chandra, ...	Hd. Mr.. Govt. English School, Gowhatty, (not joined,)	120	0 0
Datta, Hari Shankar, ...	Deputy Inspector of Jehanabad, ...	150	0 0
Datta, Kala Chand, ...	Head Pundit, Laul Bagh Aided Vernacular School, ...	15	0 0
Datta, Kali Charan, ...	Head Master, Puruleah Zillah School, ...	100	0 0
Datta, Kalika Dās, ...	4th Master, Sanscrit College, ...	60	0 0
Datta, Kedarnath	11th Teacher, Hooghly College, ...	60	0 0
Datta, Kedarnath, ...	Head Master, Bhudruck Aided Anglo-Ver. School, ...	40	0 0
Datta, Kedarnath, ...	8th Master, Howrah Zillah School, ...	15	0 0
Datta, Madhab Chandra, ...	8th Teacher, Hooghly College, ...	90	0 0
Datta, Nanda Lal, ...	4th Master, Colootollah Branch School, ...	70	0 0
Datta, Parmananda, ...	2nd Master, Govt. English School, Sibsagor, ...	40	0 0
Datta, Pyari Mohan, ...	Head Master. Borro Aided School, ...	50	0 0
Datta, Prasanna Kumar, ...	6th Master, Chittagong Zillah School, ...	16	0 0
Datta, Radha Gobind, ...	Head Master, Kacharapara Aided English School, ...	50	0 0
Datta, Rakhaldas, ...	7th Master, Midnapore Zillah School, ...	20	0 0
Datta, Rasik Lal,...	Head Master, Amerpore Aided English School, ...	50	0 9
Datta, Satcouri, ...	5th Pundit, Calcutta Patshallah, ...	15	0 0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Datta, Shyam Sundar, ...	Officiating Pundit, Govt. Vernacular School, Sibsagor,...	16 0 0
Datta, Srinath, ...	3rd Master. Barrackpore Zillah School, ...	20 0 0
Datta, Srinath, ...	Head Pundit, Boshowa Aided Vernacular School, ...	15 0 0
Datta, Srinath, ...	2nd Master, Puruleah Zillah School, ...	50 0 0
Datta, Srinath, ...	4th Master, Howrah Zillah School, ...	30 0 0
Datta, Srinath, ...	2nd Master, Balasore Zillah School, ...	50 0 0
Datta, Taraknath, ...	Professor of Math., Civil Engg. College, ...	200 0 0
Datta, Tarini Kumar, ...	Circle Pundit of the Bongong Patshallahs, ...	15 0 0
Datta, Umacharan, ...	5th Master, Chittagong Zillah School, ...	30 0 0
Datta, Umacharan, ...	Circle Pundit of Kampta Patshallahs, ...	15 0 0
Datta, Umesh Chandra, ...	3rd Master, Kishnaghur College, ...	200 0 0
Eatwell, W. C. B., M. D., ...	Principal, Medical College, ...	600 0 0
Fida, Hossein, ...	Sub-Deputy Inspector of Sarun, ...	40 0 0
Fuzul, Huq, ...	Head Moulvee, Tirhoot School, ...	30 0 0
Fuzul, Oollah, ...	3rd English Teacher, Monghyr, ...	30 0 0
Fyazoodeen, ...	4th Master, Colingah Branch School, ...	40 0 0
Ganesh, Prasad, ...	Sub-Deputy Inspector of Tirhoot, ...	30 0 0
Ganguli, Girish Chandra, ...	Head Pundit, Doolemgram Female School, ...	20 0 0
Ganguli, Kali Prasanna, ...	Head Pundit, Myapore Aided Anglo-Vernacular School,	50 0 0
Ganguli, Eshan Chandra, ...	2nd Pundit, Jowgong Model School, ...	20 0 0

Ganguli, Nabakrisna, ...	Head Master, Manjoanee English School, ...	60	0	0
Ganguli, Nilamani, ...	Ditto Ditto, Government English School, Sibsagor, ...	150	0	0
Ganguli, Ramdas, ...	Pundit of the Government School, Duckhin Baraset, ...	20	0	0
Gunguli, Shyamacharan, ...	Circle Pundit, Sutrapore Patshallahs, ...	15	0	0
Gunguli, Shyamacharan, ...	2nd Master, Jonye Training School, ...	60	0	0
Ghataka, Kalimay, ...	Head Pundit, Bhalooka Anglo-Vernacular School, ...	20	0	0
Ghataka, Kali Prasanna, ...	2nd English Teacher, Tirhoot.	50	0	0
Ghataka, Uma Charan, ...	2nd Pundit, Sharpore Model School, ...	20	0	0
Ghose, Bhagabati Charan, ...	2nd Master, Anglo-Persian Dept., Cal. Madrissah, ...	150	0	0
Ghose, Chandra Kumar,...	Head Pundit, Algee Aided School, ...	15	0	0
Ghose, Damodar, ...	4th English Teacher, Gyah School, ...	30	0	0
Ghose, Dina Nath, ...	Ditto ditto, Chupra ditto,...	30	0	0
Ghose, Hari Das,...	4th Master, Berhampore College, ...	150	0	0
Ghose, Harish Chandra,...	Head Master, Corruckdee Aided School, ...	30	0	0
Ghose, Gopal Chandra, ...	9th Master, Colootollah Branch School, ...	35	0	0
Ghose, Jaggeshwar, ...	Head Master, Beerbhoom Zillah School, ...	150	0	0
Ghose, Jadunath, ...	Head Master, Jonye Training School, ...	80	0	0
Ghose, Koilas Chandra, ...	Head Master, Sondpore Aided School, ...	60	0	0
Ghose, Krishna Gobinda, ...	Head Pundit, Jungypore A. Vernacular School, ...	15	0	0
Ghose, Nabin Chandra, ...	4th Master, Anglo-Persian Dept., Cal. Madrissah, ...	40	0	0
Ghose, Panchanan, ...	Circle Pundit, Moolghur Patshallahs, ...	15	0	0
Ghose, Priyasankar, ...	Head Master, Magoora Aided School, ...	35	0	0
Ghose, Rajmadhab, ...	Circle Pundit, Bhangah Patshallahs, ...	15	0	0
Ghose, Rajkishna, ...	Circle Pundit, Bistoopore Patshallahs, ...	15	0	0
Ghose, Shashibhushan, ...	4th Master, Barrackpore Government School, ...	20	0	0
Ghose, Shisheer Kumar,...	4th Master, Jessore Zillah School, ...	25	0	0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

NAMES.	Present Appointment.	Salary.
Ghose, Shyama Charan, ...	Head Master, Kossipore Aided School, ...	70 0 0
Ghose, Srinath, ...	8th Master, Colootollah Branch School, ...	35 0 0
Ghose, Umakant, ...	Head Master, Aided Zemindary School, Rungpore, .	150 0 0
Ghose, Umesh Chandra, ...	Head Master, Bullootee Aided Anglo-Vernacular School,	50 0 0
Ghosal, Gangabistu, ...	Head Pundit, Oochcurn Aided Vernacular School, ...	15 0 0
Ghosal, Kalimohan, *(on leave,)*	3rd Master, Cuttack Zillah School, ...	50 0 0
Ghosal, Madab Chandra, ...	Head Pundit, Sadeepore Aided Vernacular School, ...	15 0 0
Ghosal, Ramdayal, ...	Circle Pundit, Sreekistopore Patshallahs, ...	15 0 0
Golam, Ahmed, ...	2nd Urdu Teacher, Bhaugulpore School, ...	15 0 0
Goodeve, E., M. D., ...	Professor of Medicine and Ex-Officio First Physician of the Medical College Hospital, ...	400 0 0
Gopal, Lal, ...	Sub-Deputy Inspector of Gyah, ...	30 0 0
Gordon, H. F., Lieut., Bengal Engrs.,	Professor of Constructive Drawing, Civil Engg. College,	350 0 0
Goshwami, Dinabandu, ...	Head Pundit, Kansaripara Aided School, ...	15 0 0
Goshwami, Gadadhar, ...	5th Master, Beerbhoom Zillah School, ...	20 0 0
Goshwami, Kedarnath, ...	Head Pundit, Ausmalee A. Vernacular School, ...	15 0 0
Goshwami, Utsabanand, ...	Deputy Inspector of Schools, Upper Assam, ...	100 0 0
Grant, C., ...	Master of Drawing, Civil Engg. College, ...	250 0 0
Graves, J., B. A., ...	Professor, Literature, Hooghly College, ...	500 0 0
Graves, J. S., ...	2nd Master, Hooghly College, ...	300 0 0
Gregory, M., ...	3rd Master, Berhampore College, ...	200 0 0

Guha Gangadhar, ...	Pundit, Aided Ver. School, Ana, Zillah Mymensing, ...	15	0 0
Guha, Goilak Chandra, ...	Circle Pundit, Kachaeda Patshallahs, ...	15	0 0
Guha, Gobind Chandra, ...	2nd Pundit, Government Vernacular School, Mymensing,	20	0 0
Guha, Kailas Chundra, ...	6th Master, Cuttack Zillah School, ...	20	0 0
Guha, Kaliprasad, ...	Circle Pundit, Goalia Patshallahs, ...	15	0 0
Guha, Kali Kumar, ...	6th Master, Government English School, Mymensing, ...	20	0 0
Guha, Krishna Kumar, ...	Circle Pundit, Bramungow Patshallahs, ...	15	0 0
Guha, Srinath, ...	3rd Master, English School, Mymensing, ...	30	0 0
Gunn, W. J., ...	3rd Master, Dacca College, ...	200	0 0
Gupta, Amrita Lal, ...	2nd Master, Commillah Zillah School, ...	60	0 0
Gupta, Ananda Chandra, ...	Head Pundit, Garapotah Vernacular School.	15	0 0
Gupta, Bireshwar, ...	Head Pundit, Sheebneebas A. Vernacular School, ...	16	0 0
Gupta, Bishwanath, ...	3rd Pundit, Calcutta Patshallah, ...	20	0 0
Gupta, Chuni Lal, ...	Head Master, Colingah Branch School, ...	100	0 0
Gupta, Gopal Chandra, ...	Head Pundit, Calcutta Patshallah, ...	30	0 0
Gupta, Gopinath, ...	Head Pundit, Cuttack Aided Vernacular School, ...	20	0 0
Gupta, Ishan Chandra, ...	Pundit, A. Vernacular School, Godarhat, Zillah Rungpore,	15	0 0
Gupta, Kali Charan, ...	Head Master, Shaorapoley Aided English School, ...	50	0 0
Gupta, Kali Kamal, ...	3rd Pundit, Mohespore Government Model School, ...	16	0 0
Gupta, Madan Mohan, ...	Pundit, Aided Ver. School, Utterbary, Zillah Mymensing,	17	0 0
Gupta, Madusudan, ...	2nd Master, Maldah Zillah School, ...	30	0 0
Gupta, Mahima Chandra, ...	Pundit, Madhubpasha Aided School, ...	20	0 0
Gupta, Madan Mohan, ...	Pundit, Aided Vernacular School, Mymensing, ...	17	0 0
Gupta, Narsingha Chandra, ...	Pundit, Bhajanghaut School, ...	16	0 0
Gupta, Prasanna Kumar, ...	8th Master, Berhampore College, ...	50	0 0
Gupta, Raj Kishna, ...	3rd Pundit, Calcutta Normal School, ...	40	0 0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Gupta, Ram Brahma, ...	Pundit, Howrah Zillah School, ...	20 0 0
Gupta, Ratnamani, ...	4th Master, Burrisaul School, ...	25 0 0
Gupta, Shyama Charan, ...	Head Pundit, Barrackpore Aided School, ...	16 0 0
Gupta, Shyama Charan, ...	Head Pundit, Satragachee Aided Vernacular School, ...	20 0 0
Gupta, Srish Chandra, ...	Pundit, Panchtope A. Vernacular School, ...	20 0 0
Gupta Tarak Brahma, ...	Pundit, Bancoorah Zillah School, ...	20 0 0
Gupta, Tripurari,...	Pundit of the Colingah Branch School, ...	25 0 0
Haldar, Gopal Chandra, ...	5th Master, Rajshahye Zillah School, ...	25 0 0
Haldar, Khetra Nath, ...	Head Pundit, Goga A Vernacular School, ...	20 0 0
Haldar, Uma Charan, ...	2nd Pundit, Belghoria Government Model School, ...	20 0 0
Haldar, Uma Charan, ...	Deputy Inspector, Midnapore, ...	150 0 0
Halleur, H. Phil. D., ...	Professor of Natural Philosophy and Astronomy, Presidency College, ...	700 0 0
Hajra, Ishan Chandra, ...	Head Pundit, Konnuggur A. Vernacular School, ...	20 0 0
Hamed, Uddin, ...	Sub-Deputy Inspector of Patna, ...	30 0 0
Hand, R., ...	Assistant Professor of English Language and Literature, Presidency College.	380 0 0
Hanvey, W., ...	Head Master, Chuprah School, ...	200 0 0
Harrison, A. S., B. A., ...	Inspector of Schools, Behar, ...	1,000 0 0
Hossain, Kadim,...	4th Arabic Professor, Calcutta Madrissah, ...	80 0 0

Hossain, Syad Fuzul, ...	3rd Persian Teacher, Anglo-Persian Department, Calcutta Madrissah, ...	30	0 0
Hossain, Syad Dolwa, ...	Moulvee of the 4th Class, Arabic Department, Hooghly Madrissah, ...	50	0 0
Hossain, Tufzul, ...	1st Persian Teacher, Hooghly Madrissah, ...	50	0 0
Ikleal, Hossain, ...	2nd Urdu Teacher, Chuprah School, ...	40	0 0
Imdad, Hossain, ...	Urdu Teacher, Purneah School, ...	18	0 0
Jackson, Alexander, ...	Deputy Inspector of Schools, Rungpore, ...	150	0 0
Jahanger, Buksh, ...	1st Circle Teacher of Sarun, ...	25	0 0
Jameel, Ahmed, ...	1st Urdu Teacher, Chuprah, ...	60	0 0
Johannes, Felix, ...	Deputy Inspector of Bancoorah, ...	150	0 0
Jones, R., ...	Professor of Mental and Moral Philosophy and Logic, Presidency College, ...	700	0 0
Jugola, Kishor, ...	Sub-Deputy Inspector of Gyah, ...	30	0 0
Kabiratna, Ramamoya, ...	7th Grammar Professor, Sanscrit College, ...	30	0 0
Karmaker, Shib Chandra, ...	Teacher of Military and Bengalee Class, Medical College,	200	0 0
Keslah, Prasad, ...	Urdu Writing Master, Tirhoot School, ...	20	0 0
Khan, Ahmed Ally, ...	Deputy Inspector of Schools, Pubna, ...	150	0 0
Khan, Allahadad, ...	Deputy Inspector of Schools, Furreedpore, ...	100	0 0
Khan, Gadadhar, ...	6th English Teacher, Bhaugulpore School, ...	25	0 0
Khan, Subhan, ...	1st Circuit Teacher of Arrah, ...	25	0 0
Khan, Tamez, ...	Teacher of Military and Bengali Class, Medical College,	150	0 0
Kuar, Nilmoni, ...	7th Master, Hooghly Branch School, ...	16	0 0
Lahuri, Herambo Chandra, ...	Head Pundit, Khoyra Anglo-Vernacular School, ...	20	0 0
Lahuri, Kartik Chandra, ...	2nd Pundit, Bhojanghat Model School, ...	20	0 0
Lahuri, Rameshwar, ...	Head Master, Roypore Aided English School, ...	40	0 0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Lahuri, Ramlal, ...	Head Master, Jungypore School, ...	50 0 0
Lahuri, Ramtanu, ...	4th Master, Kishnaghur College,...	150 0 0
Lahuri, Troilokyonath, ...	2nd English Teacher, Chuprah School, ...	60 0 0
Lees, Captain, W. N., D. C. L.,... ...	Principal, Calcutta Madrissah, ...	300 0 0
Lefevre, C. F., ...	Head Master, Furreedpore Zillah School, ...	150 0 0
Leicester, H. G., ...	Head Master, Commillah Zillah School, ...	200 0 0
Liagut, Hossen, ...	Deputy Inspector of Schools, Tirhoot, ...	100 0 0
Lodge, E., M. A., ...	Inspector of Schools, South Bengal, ...	900 0 0
Lutiff, Abdool, ...	3rd Master, Chittagong Zillah School, ...	40 0 0
Laskar, Ramsundar, ...	2nd Pundit, Government Vernacular School, Sudder Station, Nowgong, ...	15 0 0
Macnamara, F. N., M. D., ...	Professor of Chemistry, Medical College,...	400 0 0
Mahubar, Parsad, ...	Sub-Deputy Inspector of Sarun, ...	40 0 0
Moitri, Bishesur, ...	Head Pundit, Sabroon A. Vernacular School, ...	20 0 0
Moitri, Chandra Nath, ...	6th Master, Kishnaghur Collegiate School, ...	80 0 0
Moitri, Durga Charan, ...	Pundit, Serajgunge School, ...	
Moitri, Haran Chandra,...	9th Master, Kishnaghur Collegiate School, ...	40 0 0
Moitri, Kalidas, ...	Deputy Inspector of Schools, Burdwan, ...	150 0 0
Moitri, Madhab Chandra, ...	4th Master, Zemindary School, Rungpore, ...	30 0 0
Moitri, Mati Lal, ...	Head Master, Santipore Aided English School,... ...	50 0 0

Mallik, Bhagobati Charan, ...	10th Master, Hooghly College, ...	70	0 0
Mallik, Brahma Mohan,...	Deputy Inspector of Howrah, ...	150	0 0
Mallik Dinabandha, ...	Deputy Inspector, Dacca, ...	150	0 0
Mallik, Hari Prasad, ...	9th Master, Hindu School, ...	50	0 0
Mallik, Iswhar Chandra, ...	2nd Master, Taliniparah Aided English School, ...	30	0 0
Mallik, Rajendra Lal, ...	4th Master, Hooghly Branch School, ...	50	0 0
Manuel, T. P., ...	4th Master, Hooghly College, ...	200	0 0
Martin, R. L., M. A., ...	Head Master, Berhampore College, ...	400	0 0
Maschatak, Ram Chandra, ...	Ditto, Bistopore Aided School, ...	25	0 0
Masters, W., ...	Ditto ditto, Kishnaghur College, ...	400	0 0
Mayne, W. J., ...	Head Master, Monghyr School, ...	150	0 0
Mazumdar, Ambica Charan, ...	2nd Master, Pubna School, ...	50	0 0
Mazumdar, Ambica Charan, ...	2nd ditto, Rajshahye Zillah School, ...	75	0 0
Mazumdar, Banamali, ...	Circle Pundit, Kanderpara Patshallahs, ...	15	0 0
Mazumdar, Dinabundha, ...	Ditto ditto, Sholaghur ditto, ...	15	0 0
Mazumdar, Hurish Chandra, ...	Head Pundit, Baitka Aided School, ...	15	0 0
Mazumdar, Ishan Chandra, ...	Ditto ditto of the Jounpore Aided School, ...	15	0 0
Mazumdar, Kishori Mohan, ...	5th Teacher, English Department, Sanscrit College, ...	40	0 0
Mazumdar, Kasi Chandra, ...	Pundit, Government Vernacular School at Maepore, Zillah Dinagepore, ...	20	0 0
Mazumdar, Mohesh Chandra, ...	6th Teacher, Bauleah Zillah School, ...	25	0 0
Mazumdar, Mothurnath, ...	2nd Master, Zemindary School, Rungpore, ...	50	0 0
Mazumdar, Nil Kant, ...	Head Pundit, Tirole Aided Vernacular School, ...	15	0 0
Mazumdar, Ram Gopal, ...	Head Master, Baliakandy Aided School, ...	25	0 0
Misri, Ganeswar, ...	Pundit, Bhudruck Government Vernacular School, ...	15	0 0
Misri, Haladhar, ...	Ditto, Domeparah Aided Vernacular School, ...	15	0 0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Misri, Jagarnath, ...	2nd Circuit Teacher, Monghyr, ...	15 0 0
Misri, Ram Lal, ...	2nd Circuit Teacher, Patna, ...	15 0 0
Misri, Sadashib, ...	Pundit, Pooree Zillah School, ...	15 0 0
Mitra, Bistu Chandra, ...	Head Master, Banipore Aided School, ...	55 0 0
Mitra, Banamali, ...	Ditto ditto, Ooterparah English School, ...	150 0 0
Mitra, Braja Lal,...	5th Master, Colootollah Branch School, ...	60 0 0
Mitra, Braja Ballabh, ...	8th ditto, Bancoorah Zillah School, ...	15 0 0
Mitra, Gobind Chandra, ...	2nd Master, Howrah Zillah School, ...	75 0 0
Mitra, Gopikrishna, ...	5th ditto, Hindu School, ...	90 0 0
Mitra, Guru Charan, ...	Head ditto, Bhaugulpore School, ...	150 0 0
Mitra, Haro Nath, ...	8th ditto, Kishnaghur Collegiate School, ...	50 0 0
Mitra, Kali Nath, ...	5th ditto, Jessore Zillah School, ...	20 0 0
Mitra, Kashi Prosunna, ...	2nd ditto, Bhaugulpore School, ...	50 0 0
Mitra, Modusudan, ...	3rd ditto, Purneah School, ...	30 0 0
Mitra, Nobin Chandra, ...	Do. ditto, Bancoorah Zillah School, ...	50 0 0
Mitra, Prasanna Kumar, ...	5th Ditto, Balasore Zillah School, ...	20 0 0
Mitra, Prasanna Kumar, ...	Teacher, Military and Bengali Class of the Medical College, ...	200 0 0
Mitra, Ram Chandra, ...	Professor of Vernacular Literature, Presidency College,	300 0 0
Mitra, Ram Lal,...	Deputy Inspector of Schools, Hooghly, ...	150 0 0
Mitra, Ramrakhit, ...	Head Pundit, Gopalnogore A. Vernacular School, ...	18 0 0

Mohant, Nabadwip Chandra, ...	Pundit, Government Vernacular School, Bainal, in Zillah Bograh.	20	0 0
Mohamed, Hossein, ...	3rd Urdu Teacher, Chuprah School, ...	15	0 0
Mohamed, Illahadad, ...	3rd Professor, Arabic Department, Calcutta Madrissah,	100	0 0
Mohamed, Mustaqueen,... ...	Moulvee of the 2nd Class, Arabic Department, Hooghly Madrissah, ...	100	0 0
Mohamed, Wajerah, ...	Head Moulvee, Calcutta Madrissah, ...	300	0 0
Montriou, W. A., ...	Professor of Law and Jurisprudence, Presidency College, ...	700	0 0
Mookerjee, Adya Nath, ...	Circle Pundit, Mohingapara Patshallahs	15	0 0
Mookerjee, Aghor Chandra, ...	Head Master, Government English School, Bograh, ...	150	0 0
Mookerjee, Ambika Charan, ...	13th Master, Colootollah Branch School, ...	20	0 0
Mookerjee, Ambika Charan, ...	2nd Pundit, Kistonogore Model School, ...	20	0 0
Mookerjee, Bhagabati Charan,... ...	Head Master, Gowcow Aided English School, ...	40	0 0
Mookerjee, Bhola Nath, ...	Ditto ditto, Nundigram English School, ...	50	0 0
Mookerjee, Bhudeb, ...	Ditto ditto, Hooghly Normal School, ...	300	0 0
Mookerjee, Bishna Chandra, ...	5th ditto, Dacca Collegiate School, ...	150	0 0
Mookerjee, Chandra Nath, ...	Head Pundit, Ousegram Vernacular School, ...	15	0 0
Mookerjee, Chandra Shekar, ...	Head Master, Poenan English School, ...	50	0 0
Mookerjee, Dina Nath, ...	Head Pundit, Serampore Aided Vernacular School, ...	15	0 0
Mookerjee, Durga Charan, ...	Head Master, Moheshtollah Aided School, ...	40	0 0
Mookerjee, Dwaraka Nath, ...	3rd ditto, Pooree Zillah School, ...	35	0 0
Mookerjee, Gangadhar, ...	Head Pundit, Jajepore Aided Vernacular School, ...	16	0 0
Mookerjee, Gopal Chandra, ...	Circle Pundit, Nowabgunge Patshallahs, ...	15	0 0
Mookerjee, Gopal Chandra, ...	Head Pundit of the Furreedpore Aided School,.. ...	20	0 0
Mookerjee, Harakali, ...	Deputy Inspector, Pooree, ...	150	0 0
Mookerjee, Hemchandra, ...	2nd Pundit, Harope Model School, ...	20	0 0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Mookerjee, Hira Lal, ...	Head Master, Dwarbasinee English School, ...	50 0 0
Mookerjee, Ishan Chandra, ...	Head Master, Tumlook Aided Anglo-Vernacular School, ...	50 0 0
Mookerjee, Jodunath, ...	Head Master, Cuttack Zillah School, ...	150 0 0
Mookerjee, Jodunath, ...	8th or Additional Grammar Teacher, Sanscrit College, ...	30 0 0
Mookerjee, Jodunath, ...	Circle Pundit, Talligunge Patshallahs, ...	15 0 0
Mookerjee, Jodunath, ...	Head Pundit, Rampore, Hameshatty Government Vernacular School, ...	15 0 0
Mookerjee, Kalidas, ...	9th ditto, Hooghly College, ...	80 0 0
Mookerjee, Kalinath, ...	Head ditto, Juggatbullubpore Aided Anglo-Vernacular School, ...	50 0 0
Mookerjee, Kaliprasanna, ...	Ditto ditto, Moherpore English School, ...	60 0 0
Mookerjee, Kamikha Chandra, ...	Master, A. Vernacular S., Haredebpore, Zillah Rungpore,	30 0 0
Mookerjee, Kasinath, ...	Head Master, Dacca, Pogose Aided School, ...	60 0 0
Mookerjee, Kedarnath, ...	3rd ditto, Colingah Branch School, ...	30 0 0
Mookerjee, Kedarnath.	Ditto ditto, Baraset Zillah School, ...	30 0 0
Mookerjee, Khetra Mohan, ...	Pundit of the Baraset Zillah School, ...	20 0 0
Mookerjee, Khetra Mohan, ...	Head Master, Tirhoot Zillah School, ...	170 0 0
Mookerjee, Krishnanath,...	Ditto ditto, Jagoor English School, ...	50 0 0
Mookerjee, Madan Mohan, ...	6th ditto, Colootollah Branch School, ...	50 0 0
Mookerjee, Mati Lal, ...	Head ditto, Cutwa Aided English School, ...	70 0 0

Mookerjee, Mahendranath, ...	3rd Master, Beerbhoom Zillah School, ...	30	0 0
Mookerjee, Mahendranath, ...	Head Pundit, Gunpur Palparah Vernacular School, ...	15	0 0
Mookerjee, Mahendranath, ...	Ditto Master, Goberdanga English School, ...	50	0 0
Mookerjee, Mahendranath, ...	Ditto Pundit, Berogram Vernacular School, ...	15	0 0
Mookerjee, Mahesh Chandra, ...	Ditto ditto, Sumbulpore Anglo-Vernacular School, ...	30	0 0
Mookerjee, Nilambar, ...	Pundit, Government Vernacular School, Kashigunge, Zillah Rungpore, ...	20	0 0
Mookerjee, Nilmadhab, ...	1st Demonstrator of Anatomy, Medical College, ...	150	0 0
Mookerjee, Nilmadhab, ...	Head Master, Goopteeparrah Aided English School, ...	50	0 0
Mookerjee, Nabin Chandra, ...	2nd Master, Bistoopore Aided School, ...	22	0 0
Mookerjee, Parbati Charan, ...	3rd Master, Bhaugulpore School, ...	40	0 0
Mookerjee, Parbati Charan, ...	Head Pundit, Jougong Model School, ...	25	0 0
Mookerjee, Paramanand, ...	Deputy Inspector of Schools, Beerbhoom, ...	150	0 0
Mookerjee, Pyari Mohan, ...	Ditto ditto ditto, Rajshahye, ...	100	0 0
Mookerjee, Paran, Chandra, ...	Circle Pundit of the Chalukolla Patshallahs, ...	15	0 0
Mookerjee, Pramathanath, ...	4th Master, Bhaugulpore School, ...	30	0 0
Mookerjee, Prasannakumar, ...	Pundit, Government Vernacular School, Kostails, Zillah Bograh, ...	20	0 0
Mookerjee, Radhika Prasanna, ...	Deputy Inspector of Schools, Nuddea, ...	100	0 0
Mookerjee, Ramkamal, ...	Circle Pundit of the Subornopolli Patshallahs, ...	15	0 0
Mookerjee, Ramanath, ...	Head Master, Amptah A. Vernacular School, ...	50	0 0
Mookerjee, Rup Chand, ...	Head Pundit, Morakata Bhobanipore Aided Vernacular School, ...	15	0 0
Mookerjee, Shahsibhushun, ...	Head Pundit, Pooree Aided Vernacular School, ...	15	0 0
Mookerjee, Shib Chandra, ...	Circle Pundit, Baraset Patshallahs, ...	15	0 0
Mookerjee, Shitanath, ...	Head Master, Chuckdeggy English School, ...	70	0 0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Mookerjee, Shyama Charan, ...	10th Master, Berhampore Collegiate School, ...	30 0 0
Mookerjee, Shyama Charan, ...	Head Pundit, Hindu School, ...	40 0 0
Mookerjee, Shyama Charan, ...	7th Master, Hooghly College, ...	100 0 0
Mookerjee, Srigopal, ...	Head Master, Nusbeepore Aided English School, ...	50 0 0
Mookerjee, Srinath, ...	Ditto Pundit, Dandipore Model School, ...	25 0 0
Mookerjee, Sripati, ...	Deputy Inspector, Santipore, ...	150 0 0
Mookerjee, Tarakishor, ...	9th Master, Berhampore Collegiate School, ...	40 0 0
Mookerjee, Taraprasanna, ...	Ditto ditto, Rajshahye Zillah School, ...	20 0 0
Mookerjee, Tarini Charan, ...	6th Master, Baraset Zillah School, ...	20 0 0
Mookerjee, Tripura Charan, ...	Head Pundit, Canti Aided Anglo-Vernacular School, ...	25 0 0
Mookerjee, Tribango Chand, ...	3rd Master, Jowgow Government Model School, ...	20 0 0
Moulvee, Abdool Kurreem, ...	4th Master, Aided English School, Sylhet, ...	20 0 0
Moonshee Shokut Ollah, ...	4th Pundit and Moonshee of Aided School, Gowalparah,	18 0 0
Mohanti, Bhabagrahi, ...	5th Master, Pooree Zillah School, ...	15 0 0
Nag, Ishan Chandra, ...	Second Master, Noakhally Zillah School, ...	50 0 0
Nag, Nilambar, ...	6th Master, Midnapore Zillah School, ...	25 0 0
Nand, Atmaram, ...	Pundit, Balasore Zillah School, ...	20 0 0
Nand, Lal, ...	Sub-Deputy Inspector of Arrah, ...	30 0 0
Nandi, Dwarkanath, ...	Pundit, Government Vernacular School, Kurpore, Zillah Bograh, ...	20 0 0
Nandi, Kalinath, ...	5th Master, Burrisaul Zillah School, ...	20 0 0

Nath, Prem Chand, ...	2nd Master. Aided English School, Sylhet, ...	50	0 0
Neogi, Banka Behari, ...	5th Master, Hooghly Branch School, ...	30	0 0
Neogi, Ishan Chandra, ...	Pundit. Aided Vernacular School, Baninney Koonda, Zillah Rungpore, ...	15	0 0
Neogi, Rasik Lal, ...	Head Master, Telnipara Aided English School, ...	50	0 0
Nyayabhushan, Ram Kumar, ...	Head Pundit, Nattore Aided Vernacular School, ...	20	0 0
Nyayabhushan, Rammay, ...	2nd Pundit, Khantorrah Model School, ...	20	0 0
Nyayapanchanan, Thakur Das,... ...	Head Pundit, Hurripal Aided Vernacular School, ...	15	0 0
Nyayaratna, Debnath, ...	Circle Pundit, Barranagore Patshallahs, ...	15	0 0
Nyayaratna, Harnath, ...	6th Grammar Teacher, Sanscrit College, ...	40	0 0
Nyayaratna, Nilmani, ...	Pundit of the Jessore Zillah School, ...	20	0 0
Nyayaratna, Ramgati, ...	Head Pundit, Hooghly Normal School, ...	60	0 0
Ooddeen, Hussein, ...	Urdu Teacher, Dacca College, ...	30	0 0
Ooddeen, Kubeer, ...	Resident. Moonshee, Anglo-Persian Dept., Calcutta Madrissah,	50	0 0
Pal, Bholanath, ...	4th Master, Dacca Collegiate School, ...	150	0 0
Pal, Dindayal, ...	Circle Pundit, Burrisaul Patshallahs, ...	15	0 0
Pal, Dwarka Nath, ...	2nd Master, Sumbulpore Anglo-Vernacular School, ...	15	0 0
Pal, Kanjabyahari, ...	Head Master, Shonamoky Aided Anglo-Vernacular School	50	0 0
Palit, Dinanath, ...	Head Master, Rajpore Aided School, ...	45	0 0
Palit, Ramchandra, ...	10th Master, Colootollah Branch School, ...	30	0 0
Patak, Prannath,...	2nd Grade Circle Teacher of Bhaugulpore, ...	15	0 0
Pandit, Amernath, ...	Deputy Inspector of Sarun, ...	150	0 0
Pandah, Rudresshwar, ...	Pundit, Cuttack Zillah School, ...	20	0 0
Pattro, Bhoerub Chandra, ...	7th Master, Bancoorah Zillah School, ...	20	0 0
Penny, F.,...	Officiating 2nd Master, Russapuglah Govt. School, ...	120	0 0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Pharba, ...	Head Mistress, Dwarhatta Female School, ...	25 0 0
Pitambar, Lall, ...	Deputy Inspector of Schools, Purneah, ...	75 0 0
Podar, Manik Chandra, ...	2nd Pundit, Moheshpore Government Model School, ..	20 0 0
Porary, Gobind Chandra, ...	4th Master, Government English School, Mymensing, ...	20 0 0
Prabha, Dayal, ...	Deputy Inspector of Arrah,...	75 0 0
Quader, Gholam....	Resídt. Moulvee, Arabic Department, Calcutta Madrissah,	50 0 0
Qumurudin, Ahmed, ...	2nd Master, Patna School, ...	40 0 0
Raha, Bhuban Mohan, ...	2nd Master, Burrisaul Zillah School, ...	50 0 0
Rakhit, Rajendralal, ...	Head Master, Kumarhatta Aided School,...	32 0 0
Rakhit, Thakur Das, ...	2nd Master, Cuttack Zillah School, ...	65 0 0
Ramrup, Lall, ...	Deputy Inspector of Gya, ...	150 0 0
Ray, Amanath, ...	Sub-Deputy Inspector of Monghyr, ...	30 0 0
Ray, Bholanath, ...	Pundit of the Barrackpore Government School, ...	15 0 0
Ray, Brajamohan, ...	Head Master, Maldah Zillah School, ...	100 0 0
Ray, Brajanath, ...	Head Master, Shearshole Aided Anglo-Vernacular School,	50 0 0
Ray, Chandranath, ...	Pundit, Government Vernacular School, Sherepore, in Zillah Bograh, ...	20 0 0
Ray, Dinanath, ...	Head Master, Nacasheeparrah School, ...	50 0 0
Ray, Dwarakanath, ...	5th Pundit, Hindu School, ...	20 0 0
Ray, Gobindprasad, ...	Circle Pundit of Laulbag Patshallahs, ...	15 0 0
Ray, Gopal Chandra, ...	Officiating 8th Master, Ooterparah English School, ...	15 0 0

Ray, Gournarayan, ...	Head Master. Pubna Zillah School, ...	150	0 0
Ray, Gourikant, ...	Pead Puudit, Gosai Doorgapore School, ...	16	0 0
Ray, Haran Chundra, ...	Head Pundit, Tumlook A. Vernacular School, ...	15	0 0
Ray, Haronath, ...	Head Pundit, Kassimpore Aided School, ...	20	0 0
Ray, Ishan Chandra, ...	Circle Pundit, Buseerhat Patshallahs, ...	15	0 0
Ray, Kali Kumar, ...	Second Pundit, Sarangabaz Aided School, ...	16	0 0
Ray, Kanti Chandra	Head Pundit, Aukhooria Aided Vernacular School, ...	16	0 0
Ray, Kartik Chandra, ...	Head Master, Noral Aided School, ...	100	0 0
Ray, Krishna Kishor, ...	2nd Master, Aided English School at Gowalparah, ...	50	0 0
Ray, Krishna Chandra, ...	5th Master, Berhampore College, ...	100	0 0
Ray, Madan Mohan, ...	3rd Master, Noakhally Zillah School, ...	30	0 0
Ray, Radhikanath, ...	Head Pundit, Moorhaut Vernacular School, ...	16	0 0
Ray, Rajkishna, ...	Fifth Master, Cuttack Zillah School, ...	20	0 0
Ray, Ramakanta, ...	2nd Pundit, Dwarhatta Aided Vernacular School, ...	15	0 0
Ray, Rajkumar, ...	6th Master, Berhampore College, ...	80	0 0
Ray, Shyama Charan, ...	Circle Pundit, Belindee Patshallahs, ...	15	0 0
Ray, Taraprasad, ...	3rd Master, Jessore Zillah School, ...	30	0 0
Rees, J. S.	Assistant Professor of Mathematics, Presidency College,	380	0 0
Robinson, W., ...	Inspector of Schools, North East Bengal and Assam, ...	750	0 0
Roer, E., Ph. D.,...	Inspector of Schools, South West Bengal,...	550	0 0
Rogers, J. K.	Head Master, Anglo-Persian Department, Calcutta Madrissah, ...	350	0 0
Rowe, J.	Drawing Master and Teacher of Surveying, Presidency College, ...	106	0 0
Rushit, Abdool, ...	Assistant Persian Teacher, Russapuglah School, ...	40	0 0
Rushit, Mohamed, ...	Head Persian Teacher, Russapuglah School, ...	75	0 0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Sahoy, Bisshun, ...	3rd Master, Tirhoot School,...	30 0 0
Sahoy, Raghunath, ...	5th Ditto, Gyah School, ...	20 0 0
Sanders, J., ...	Professor of Literature, Presidency College, ...	700 0 0
Shanyal, Bhimlochan, ...	Pundit, Aided Zemindari School, Rungpore, ...	50 0 0
Shanyal, Umesh Chandra, ...	Head Pundit, Adanugar A. Vernacular School, ...	15 0 0
Shanyal, Umesh Chandra, ...	Head Pundit, Baneboho Aided School, ...	15 0 0
Sarbadhikari, Prasannakamar, ...	Head Master, English Department, Sanscrit College, ...	200 0 0
Sarma, Biswambhar, ...	3rd Pundit, Kistonogore Model School, ...	16 0 0
Sarma, Dinanath, ...	Head Pundit, Jonye Aided Vernacular School, ...	16 0 0
Sarma, Dwarakanath, ...	Head Pundit, Bhodrokali Aided Vernacular School, ...	18 0 0
Sarma, Dwarakanath, ...	Ditto Ditto, Jonardunpore Model School, ...	25 0 0
Sarma, Dwarakanath, ...	Professor of Shyhitha Literature. Sanscrit College, ...	90 0 0
Sarma, Grish Chandra, ...	Head Pundit, Protappore Model School, ...	25 0 0
Sarma, Gouricharan, ...	2nd Pundit, Hindu School, ...	20 0 0
Sarma, Huripath, ...	6th Pundit, Calcutta Patshallah, ...	15 0 0
Sarma, Ishan Chandra, ...	4th Master. Government English School, Mymensing, ...	20 0 0
Sarma, Jadunath, ...	Head Pundit, Ooterparah English School, ...	25 0 0
Sarma, Jaygopal,...	Bengali Master, Calcutta Madrissah, ...	40 0 0
Sarma, Joggeshwar, ...	Pundit, Government Vernacular School, Tengakhat, Zillah Lukimpore, ...	7 8 0
Sarma, Joggendranath, ...	Ditto Ditto, Vernacular School, Borpotah, Kamroop, ...	20 0 0

Sarma, Kali Das, ...	3rd Pundit, Hindu School, ...	20	0 0
Sarma, Kali Pada, ...	2nd Bengali Master, Calcutta Madrissah, ...	20	0 0
Sarma, Kedarnath, ...	Head Pundit, Borojogoolia Government Ver. School, ...	25	0 0
Sarma, Koilas Chandra, ...	Head Pundit, Jarra Aided Vernacular School, ...	15	0 0
Sarma, Kesabram, ...	Pundit, Government Vernacular School, Debroogur, ...	20	0 0
Sarma, Madusudan, ...	Pundit, Bissenpore Aided Vernacular School, ...	15	0 0
Sarma, Madusudan, ...	2nd Pundit, Protappore Model School, ...	20	0 0
Sarma, Nabakanta, ...	1st Pundit, Colootollah Branch School, ...	25	0 0
Sarma, Parbati Charan, ...	Pundit, Government English School, Mymensing, ...	20	0 0
Sarma, Pratap Chandra, ...	2nd Pundit, Gourhatty Model School, ...	20	0 0
Sarma, Purusottam, ...	2nd Pundit, Government Vernacular School, Gourhatty,	20	0 0
Sarma, Radha Mohan, ...	7th Pundit, Calcutta Patshallah, ...	15	0 0
Sarma, Rajendra, ...	Pundit, Government Vernacular School, Chamarea, Kamroop, ...	15	0 0
Sarma, Ramdhan, ...	Head Pundit, Kesubpore Aided Vernacular School, ...	15	0 0
Sarma, Ramratna, ...	Head Pundit, Budargunge Model School, ...	25	0 0
Sarma, Ramanath, ...	Head Pundit, Sharpore Model School, ...	25	0 0
Sarma, Sharbanand, ...	3rd Pundit, Government Vernacular School, Gowhatty,	15	0 0
Sarma, Sharupnarayan, ...	3rd Pundit, Anundpore Aided Vernacular School, ...	15	0 0
Sarma, Srikrishna, ...	Pundit of the Jessore Government Vernacular School ...	15	0 0
Sarma, Taradas, ...	Head Pundit, Hatempore Government Vernacular School,	20	0 0
Sarma, Taranath, ...	1st Grammar Professor, Sanscrit College, ...	90	0 0
Sarma, Trilochan 1st, ...	Head Pundit, Basudebpore Model School, ...	25	0 0
Sarma, Trilochan 2nd, ...	Head Pundit, Kistonogore Model School, ...	25	0 0
Sarma, Trilok Chandra, ...	Head Pundit, Deboge Aided Vernacular School, ...	25	0 0
Savigny, G. H, ...	5th Master, Hooghly College, ...	150	0 0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Scott, W.,...	Head Master, Russapuglah School, ...	250 0 0
Sein, Abhya Charan, ...	5th Master, Government English School, Mymensing, ...	20 0 0
Sein, Anand Chandra, ...	2nd Master, Furreedpore Zillah School, ...	50 0 0
Sein, Anand Chandra, ...	Head Pundit, Garapotoh Anglo-Vernacular School, ...	15 0 0
Sein, Boikuntha Nath, ...	Deputy Inspector of Schools, Mymensing and Sylhet, ...	100 0 0
Sein, Bhobani Sankar, ...	Pundit of the Noakhali Government School, ...	15 0 0
Sein, Durgagati, ...	Circle Pundit, Ramnuggur Patshallahs, ...	15 0 0
Sein, Durga Charan, ...	Pundit, Govt. Vernacular School, Bogooria, Rungpore,...	20 0 0
Sein, Govind Chandra, ...	Pundit, Serampore Aided Vernacular School, ...	15 0 0
Sein, Golak Chandra, ...	Master, Aided Anglo-Vernacular School, Gopalpore, Zillah Rungpore, ...	30 0 0
Sein, Gour Hari,...	Head Master, Bohar Aided School, ...	25 0 0
Sein, Guru Das, ...	Pundit, Government Vernacular School, Chanchitora, Zillah Bograh, ...	20 0 0
Sein, Guru Nath, ...	Circle Pundit, Bohar Patshallahs, ...	15 0 0
Sein, Hara Gobind, ...	Head Master, Rajshahye Zillah School, ...	150 0 0
Sein, Ishwar Chandra, ...	Head Pundit, Dhamroy Aided School, ...	20 0 0
Sein, Jagadanando, ...	7th Master, Government English School, Mymensing, ...	20 0 0
Sein, Koilas Chandra, ...	Officiating 4th Master, Govt. English School, Dinagepore,	20 0 0
Sein, Kali Lochan, ...	Head Pundit, Bethungah Aided School, ...	15 0 0
Sein, Kali Kant, ...	1st Pundit, Aided English School, Gowalpara, ...	15 0 0
Sein, Kishna Chandra, ...	Pundit of the Burrisaul Zillah School, ...	15 0 0

Sein, Kishna Kumar, ...	2nd Master, Government Engish School Bograh, ...	50	0 0
Sein, Madusudan, ...	10th Master, Kishnagur College, ...	30	0 0
Sein, Mahesh Chandra, ...	Pundit, Government Vern. School, Dinagepore,... ...	20	0 0
Sein, Nunkoo, ...	Deputy Inspector of Schools, Central Assam, ...	100	0 0
Sein, Poonjraj, ...	Pundit, Government Vernacular School, Luckimpore,...	25	0 0
Sein, Rajkanta, ...	2nd Master, Curreempore School, ...	40	0 0
Sein, Ramjiban, ...	Pundit, Govt. Ver. School, Churamoon, Zillah Rungpore,	20	0 0
Sein, Sharat Chandra, ...	4th Master, Chittagong Zillah School, ...	30	0 0
Sein, Shib Chandra, ...	Head Pundit, Buddibati Anglo-Vernacular School, ...	15	0 0
Sein, Shyama Charan, ...	6th Master, Burrisaul Zillah School, ...	15	0 0
Sein, Sitanath, ...	Officiating 3rd Master, Gowhatty English School, ...	20	0 0
Sein, Sri Nath, ...	7th Master, Berhampore College, ...	60	0 0
Sein, Uma Sankar, ...	3rd Master, Chittagong School, ...	30	0 0
Sein, Umesh Chandra, ...	2nd Master, Arrah School, ...	50	0 0
Set, Jaygopal, ...	7th Master, Hindu School, ...	70	0 0
Shaha, Bholanath, ...	12th Master, Colootollah Branch School, ...	25	0 0
Shaha, Ishwar Chandra,...	3rd Master, Hindu School, ...	150	0 0
Shaha, Jadunath, ...	10th Master, Hindu School,...	40	0 0
Shaha, Orjun, ...	Pundit, Govt. Vr. School, Amlagachee, Zillah Bograh, ...	20	0 0
Shahoo, Ochoot, ...	4th Master, Cuttack Zillah School,...	30	0 0
Shahai, Gobind, ...	1st Circuit Teacher of Patna, ...	25	0 0
Sheik, Akbar, ...	Teacher, Aided Vernacular School, Daponia, Zillah Mymensing,...	15	0 0
Sheik, Burketollah	Teacher, Aided Vernacular School, Satterpore, Zillah Mymensing, ...	15	0 0
Sheik, Chumru, ...	3rd Master, Chuprah School, ...	30	0 0
Sheik, Golamally, ...	2nd Urdu Teacher, Bhaugulpore School, ...	15	0 0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

NAMES.	Present Appointment.	Salary.
Sheik, Qudrutally, ...	Pundit, Government Vernacular School, Pooroobpar, Kamroop, ...	15 0 0
Sheik, Ruham Buksh, ...	1st Urdu Teacher, Bhaugulpore, ...	25 0 0
Sheik, Shakatoollah, ...	Pundit, Government Vernacular School, Boda, Zillah Rungpore, ...	20 0 0
Sherwill, W. S. *(Major,)*	Professor of Surveying and Civil Engineering College, ...	200 0 0
Sheodutt, Lall, ...	2nd Circuit Teacher of Arrah, ...	15 0 0
Shib, Charan, ...	Deputy Inspector, Bhagulpore, ...	100 0 0
Shoban, Lall, ...	Deputy Inspector, Patna, ...	100 0 0
Shome, Hari Lall, ...	11th Master, Hindu School, ...	30 0 0
Shome, Purna Chandra, ...	Head Master, Balasore School, ...	100 0 0
Shome, Shib Chandra, ...	Deputy Inspector of Cuttack, ...	100 0 0
Sikdar, Tripura Charan, ...	6th Master, Anglo-Persian Dept., Calcutta Madrissah, ...	40 0 0
Sil, Ramnarayan, ...	8th Master, Dacca College, ...	50 0 0
Sil, Sadhi Charan, ...	11th Master, Dacca College, ...	40 0 0
Singh, Bishwanath, ...	Head Master, Bancoorah Zillah School, ...	120 0 0
Singh, Rammainkia, ...	10th Master, Dacca College, ...	50 0 0
Singh, Ram Kumar, ...	Head Master, Sumbulpore Anglo-Vernacular School, ...	50 0 0
Singh, Shib Prasad, ...	3rd Master, Gyah School, ...	40 0 0
Singh, Tribhuban, ...	2nd Master, Gyah School, ...	60 0 0
Sirkar, Ambika Charan, ...	Head Master, Badlasingerkona English School, ...	50 0 0
Sirkar, Ambika Charan, ...	6th Master, Howrah Zillah School, ...	20 0 0

Sirkar, Anand Mohan, ...	Junior Pundit, Berhampore College, ...	30	0 0
Sirkar, Gouriprasad, ...	2nd Master, Barraset Zillah School, ...	50	0 0
Sirkar, Jagannath, ...	Head Pundit, Kookootea Vernacular Aided School, ...	15	0 0
Sirkar, Jadab Chandra	Head Master, Patroshye Anglo-Vernacular School, ...	50	0 0
Sirkar, Kali Kishna, ...	Head Master, Khajurah Aided School, ...	30	0 0
Sirkar, Madhab Chandra, ...	3rd Master, Pubna Zillah School, ...	30	0 0
Sirkar, Pyari Charan, ...	Head Master, Colootollah Branch School,...	200	0 0
Sirkar, Rasik Lal, ...	Head Master Paikpara Aided School, ...	60	0 0
Sidyahanta, Chandra Mohan, ...	3rd Grammar Professor, Sanscrit College, ...	45	0 0
Siromani, Anand Chandra, ...	Head Pundit, Kishnaghur College, ...	50	0 0
Siromani, Bharat Chandra, ...	Professor of Smriti Law, Sanscrit College, ...	90	0 0
Siromani, Gobind Chandra, ...	Superintendent and Head Pundit, Hooghly College, ..	60	0 0
Siromani, Ramgopal, ...	2nd Pundit, Mancoor Model School, ...	20	0 0
Siromani, Sriram, ...	Head Pundit, Hooghly Branch School, ...	20	0 0
Smith, A. M. A., ...	Principal, Kishnaghur College, ...	680	0 0
Smith, H. Scott, B. A., ...	Professor of Mathematics, Civil Engineering College, ...	380	0 0
Smith, J..	Head Master, Jessore Government School, ...	200	0 0
Shukla, Ramnarayan, ...	Head Pundit, Cossimbazar Anglo-Vernacular School, ...	15	0 0
Sōn, Umesh Chandra, ...	2nd Master, Amerpore Aided English School, ...	20	0 0
Sungat, Prosad, ...	1st Circuit Teacher of Monghyr, ...	25	0 0
Sutcliffe, J. M. A., ...	Principal and Professor of Mathematics, Presidency College, ...	1,300	0 0
Tarkashidhanta, Madubchandra, ...	Deputy Inspector of Jessore, ...	150	0 0
Tarkabhushan, Chandrakant, ...	5th Grammar Professor, Sanscrit College, ...	40	0 0
Tarkabhushan, Kasinath, ...	3rd Pundit, Hooghly College, ...	30	0 0
Tarkabhushan, Madhab Chundra, ...	Head Pundit, Sreekissenpore Government Model School.	25	0 0

Alphabetical List of Officers in the Education Department, &c.—(Continued.)

Names.	Present Appointment.	Salary.
Tarkalankar, Behary Lall, ...	Head Pundit, Beerbhoom School, ...	25 0 0
Tarkalankar, Brojomohan, ...	Head Pundit, Debogram Government Model School, ...	25 0 0
Tarkalankar, Jugat Chandra, ...	Circle Pundit of Coomarbhog Patshallahs, ...	15 0 0
Tarkalankar, Nabagopal.	2nd Pundit, Kishnaghur College,'	30 0 0
Tarkapanchanan, Jaynarayan, ...	Professor of Dursan (Logic) Sanscrit College, ...	90 0 0
Tarkapanchanan, Rajkishor, ...	Circle Pundit of Bajitpore Patshallahs, ...	15 0 0
Tarkapanchanan, Rameshwar, ...	Head Pundit, Alamamoodpore Vernacular School, ...	15 0 0
Tarkapanchanan, Srinath, ...	Senior Ditto, Dacca College, ...	40 0 0
Tarkaratna, Jadabanunda, ...	Head Pundit, Ranaghat Vernacular School, ...	15 0 0
Tarkaratna, Koilas Chandra, ...	Head Pundit, Dinehaut Model School, ...	25 0 0
Tarkabagish, Prem Chandra, ...	Professor of Ulunkara, Sanscrit College, ...	90 0 0
Tagoosty, Tarak Chandra, ...	8th Master, Burrisal Zillah School, ...	15 0 0
Thomas, Phillip, ...	Head Master, Contai Aided Anglo-Vernacular School, ...	60 0 0
Thomson, N. H., B. A., ...	Assistant Professor History and Political Economy, Presidency College, ...	380 0 0
Thwaytes, R., B. A, ...	Principal, Hooghly College....	600 0 0
Taluckdhari, Lal....	Sub-Deputy Inspector of Tirhoot, ...	30 0 0
Twentyman, W. J., ...	Head Master, Hooghly College, ...	400 0 0
Tydd, F , ...	Head Master, Dacca College, ...	400 0 0
Ure, A., ...* ...	3rd Master, Hooghly College, ...	200 0 0

Warrand, W. E., *(Major, Bngl. Engrs.)*	Officiating Principal, Civil Engineering College, ...	650	0	0
Waged, Hossein, ...	1st Circle Teacher of Gyah, ...	25	0	0
Wilson, T. W., ...	Professor of Midwifery, Medical College,...	400	0	0
Woodrow, H., M. A., ...	Inspector of Schools, East Bengal, ...	1,200	0	0
Woodford, C. T. O., ...	Professor of Medical Jurisprudence, Medical College, ...	200	0	0
Wright, G., ...	3rd Master, Patna School, ...	20	0	0
Yar, Ally, ...	Urdu Teacher, Chota Nagpore School, ...	16	0	0